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ABSTRACT

The purpose of this annotated bibliography is to provide a useful reference to instructional and professional resources for classroom teacher and teacher trainers in the field of English literacy for limited English proficiency (LEP) students. The 156 books, 99 articles and monographs, and 7 journals included encompass 3 major areas: (1) instructional methodologies and practices; (2) instructional materials used in teaching students or training teachers; and (3) organizational patterns for instruction, such as program designs. (MDM)

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ANNOTATED BIBLIOGRAPHY

TASK 6

ENGLISH LITERACY FOR LEP STUDENTS

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AN ANNOTATED BIBLIOGRAPHY

TASK 6

SEPTEMBER, 1993

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FOREWORD

Summary of Information Gathering Area Under Task 6

English Literacy for LEP Students

The Southwest Educational Development Laboratory (SEDL) houses the Title VII Multifunctional Resource Center (MRC) which serves Service Area 8. The SEDL/MRC provides training and technical assistance to programs serving limited English proficient (LEP) students throughout the northern part of Texas. SEDL/MRC's assigned information gathering area is **English Literacy for LEP Students**.

The continual increase of LEP students in U.S. schools over the past several years has increased the needs of classroom teachers and teacher trainers for materials which address classroom instructional practices and professional development. The purpose of this document is to provide a useful reference to instructional and professional resources. The types of materials reviewed for this annotated bibliography include books, articles, monographs, and journals.

SEDL/MRC views its assigned information gathering topic as encompassing three major areas:

- instructional methodologies and practices,
- instructional materials used in teaching students or training teachers, and
- organizational patterns for instruction (i.e., program design).

The area of **instructional methodologies and practices** includes two major categories of information. The first is research on and theoretical assumptions about how non-English-speaking individuals acquire English literacy. This area includes language literacy theories such as the Natural Approach. The second category in this information gathering area includes the application and implementation of the research findings and theoretical assumptions to teaching and learning. This category encompasses broad discussions and descriptions of teaching techniques and strategies.

The application of a theoretical view can be seen in the design and content of **instructional materials**. Instructional materials derived from a given theory of second language literacy reflect those assumptions associated with the theory, both in the contents of the material and in the instructional approach. There are generally two types of instructional materials: those for use by students, and those for use by teacher trainers.

The third category of materials included in this bibliography are those which treat **organizational patterns for instruction**. Intrinsically, descriptions of organizational patterns include models of **program design**. The types of program design discussed include bilingual education programs, ESL pull-out programs, Sheltered English programs, immersion programs, dual language programs, and programs which integrate language with content area instruction.

The SEDL/MRC recognizes the needs of classroom teachers and teacher trainers for the expeditious acquisition of materials addressing the education of LEP students. The materials annotated in this bibliography were chosen to provide a brief guide to the literature on English literacy for LEP students. This resource could be useful not only to professionals who work with LEP students in schools, but also to MRC personnel and others concerned with the education of language minority students.

BOOKS

Adamson, H. D. (1993). *Academic competence. Theory and classroom practice: Preparing ESL students for content courses.* White Plains, NY: Longman.

> The goal of this text is to share the insights stemming from a case studies research involving over 100 ESL students tutored in content courses, to place these insights within a theoretical perspective, and to provide suggested teaching techniques for preparing ESL students for the academic mainstream. The intended audience includes researchers in applied linguistics, ESL teachers, and graduate students examining the theory and practice of ESL. The case studies research found that the most successful instructional approach for the ESL students was the *precourse*--a new type of language through content course. For several weeks, the ESL students sat in on a regular credit course. Before and during their regular credit course attendance, ESL instructors assisted the students in developing appropriate study skills and in learning the background information necessary for understanding the content material.

Atwell, N. (Ed.). (1989). *Workshop 1 by and for teachers: Writing and literature.* Portsmouth, NH: Heinemann.

> This manual, written by and for teachers, focuses on the teaching of reading and writing. Several themes such as "The Politics of Process" and "The Teacher as Researcher in the 1990's" are included. Other topics such as the teaching of writing, connecting literature to writing, and fifth-graders' poetry are included.

Atwell, N. (Ed.). (1990). *Coming to know. Writing to learn in the intermediate grades.* Portsmouth, NH: Heinemann.

> The integration of content areas with reading and writing are described in this book. Several alternatives to traditional book reports and research papers are included. In addition, 70 pages of appendices which include "Genres for Report Writing," "Prompts for Learning Log Entries," and "Bury Yourself in Books: Children's Literature for Content-Area Study" are helpful.

Avery, P., & Ehrlich, S. (1992). *Teaching American English pronunciation.* Walton Street, Oxford: Oxford University Press.

This book, intended as both a textbook and a reference manual for teachers of ESL, provides an introduction to the fields of phonetics and phonology as they relate to second language learning. The first part of the book includes an introduction to the English sound system. Many of the descriptions and concepts are exemplified through typical errors made by ESL students. The second part of the book describes pronunciation problems common to most ESL students, and also describes the specific pronunciation problems of 14 different language groups. A set of articles written by practitioners in the field are found in the third part of the book. In addition, practical issues in the teaching of pronunciation are considered.

Baker, C. (1988). *Key issues in bilingualism and bilingual education.* Clevedon, PA: Multilingual Matters.

The text within this book focuses around three questions: "Will children suffer if they become bilingual?" "Will children suffer from education which uses two languages?" "Isn't the *right* attitude and motivation, and not compulsion and conformity, vital in becoming bilingual and in bilingual education?" The educational and psychological perspectives of these three questions are examined. The book seeks to avoid giving over-simplistic answers or trite generalizations, and attempts to advise the debate, make reform more rational, and encourage better practice.

Barron, M. (1990). *I learn to read and write the way I learn to talk.* Katonah, NY: Richard C. Owen.

This short, concise booklet is based on the theory of whole language and is excellent for parents of preschoolers or early elementary grades. The development of reading and writing is explained clearly and succinctly.

Baskwill, J. (1989). *Parents and teachers. Partners in learning.* Richmond Hill, Ontario: Scholastic Canada.

The objective of this book is to improve parent-teacher communication. Using whole language theories and the "family model," the author explains the projects and procedures used in strengthening parent-teacher communication. Several of the strategies suggested include the use of newsletters, book bags, parent bags, "lunch box launchers," a parent survey, and dialogue journals.

Beach, R., Green, J. L., Kamil, M. L., & Shanahan, T. (Eds.). (1992). *Multidisciplinary perspectives on literacy research.* Urbana, IL: National Council of Teachers of English.

This collection of papers resulted from a conference held in an effort to explore the application of a range of different disciplinary perspectives to studying literacy. This volume is divided into three parts: (1) difficulties in adopting a multidisciplinary approach, (2) disciplinary perspectives and methodological approaches to literacy research, and (3) specific disciplinary perspectives on literacy research.

Beebe, L. (1988). *Issues in second language acquisition: Multiple perspectives.* New York: Newbury House.

This text provides a general overview of second language acquisition (SLA), and is useful to anyone seeking a broad and general understanding of current issues in SLA. The text comprises six chapters. The first five chapters focus on different perspectives of SLA: psycholinguistic, sociolinguistic, neurolinguistic, classroom research, and bilingual education. The sixth chapter addresses the implications of SLA research on second language teaching techniques.

Bell, J. (1988). *Teaching multilevel classes in ESL.* San Diego: Dormac.

This book was written for ESL teachers whose classes are made up of students with differing language skill levels. The author recognizes the difficulty of providing challenging, useful activities for all members of a multilevel class simultaneously. From her own experience and research, she provides suggestions for curriculum planning, assessment and evaluation, and classroom management. The book includes strategies for managing multilevel classes using whole-class activities, pair work, and individual work. In the final chapter, a sample lesson plan is presented.

Bernhardt, E. B. (1991). *Reading development in a second language: Theoretical, empirical, and classroom perspectives.* Norwood, NJ: Ablex.

Reading Development in a Second Language attempts to provide a complete account of what is known about the acquisition of reading abilities in a second language through: (1) an examination of theoretical models of the reading process and their application to a second language context, (2) a synthesis of the empirical database from 1973 to the present, (3) the descriptions of reader-based interactions with second language texts, and (4) the concepts of curriculum, instruction, and assessment. Classroom implications and applications of particular theories and/or research findings are discussed. The view in the book was generated by examinations of *adult* second language readers who, for the most part, were already literate in their mother tongue.

Binkley, M. R. (1989). *Becoming a nation of readers: What principals can do.* Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement.

Extracted directly from the findings and recommendations presented in *Becoming a Nation of Readers: The Report of the Commission on Reading*, this booklet answers three questions important to principals: (1) What does a school that values literacy look and feel like? (2) What should a principal know about reading? (3) What can a principal do to create a community of readers? The purpose of this booklet is to provide principals with a set of useful action plans that evolved from the information laid out by the Commission. The goal is to enhance reading instruction so that the "verified practices of the best teachers in the best schools can be introduced throughout the country."

Bittinger, J. (Project Director). (1993). *The art of teaching ESL.* Reading, MA: Addison-Wesley.

The purpose of this staff development program is to facilitate teachers' implementation of the latest instructional ideas and methods in second language teaching. The guide is organized into three parts. Part 1 offers a myriad of ideas for helping teachers to successfully communicate and interact with their ESL students and also gives suggestions for setting up effective learning environments. Part 2 describes specific language teaching approaches or techniques and steps for implementing them. Part 3 culminates and validates the discussions led in Parts 1 and 2. The accompanying video includes limited English speaking students and English-only students responding in different ways to a lesson and making the language experience uniquely their own.

Bliatout, B. T., Downing, B. T., Lewis, J., & Yang, D. (1988). *Handbook for teaching Hmong-speaking students.* Folsom, CA: Folsom Cordova Unified School District.

This handbook was developed as part of the Asian and Minority Language Group Project in the Bilingual Education Office of the California State Department of Education. A broad base of general information on the Hmong-speaking language group is provided. Chapter One provides background on the Hmong people, including their flight to refugee camps in Thailand and their resettlement in the U.S. Chapter Two discusses their educational experience in Laos, Thai refugee camps, and schools in the U.S. The nature of the Hmong language is addressed in Chapter Three. Instructional and curricular strategies for developing the Hmong language are recommended in

Chapter Four. Further information on Hmong-speaking students is found in the bibliography, the appendices, and additional figures and tables.

Bloome, D. (Ed.). (1989). *Classrooms and literacy.* Norwood, NJ: Ablex.

Based on the relationships between the classroom community, access to literacy, intellectual consequences, and distribution of power, 20 researchers report about literacy activity and learning in natural settings.

Bodman, J. W., & McKoy, J. B. (1988). *Spaghetti, again?* New York: Macmillan.

This is a book written for adults and adolescent beginning learners in English reading programs. The grammar, vocabulary, and concepts used in the book are controlled in such a way that low-proficiency English students can read it with success. Each chapter has two sections at the beginning that stimulate discussion of the story: "Developing New Concepts" and "Vocabulary." In addition, throughout the chapter there are other sections such as "Thinking and Questioning," "Comprehension Activities," "Vocabulary Practice," and "Comparing Old and New Concepts" that encourage and help the students focus on their reading.

Bradby, D., Owings, J., & Quinn, P. (1992, February). *Language characteristics and academic achievement: A look at Asian and Hispanic eighth graders in NELS:88* (NCES 92-479). Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement.

This report examines the demographic and language characteristics and educational aspirations of Asian and Hispanic eighth graders, and relates that information to these students' mathematical ability and reading comprehension as measured by an achievement test. Special attention is paid to students who come from homes in which a language other than English is spoken. The report uses information selected from the National Education Longitudinal Study of 1988 (NELS:88). Four considerations were taken into account to formulate the design of this analysis: the unique characteristics of each of the two populations, the diversity within each population, the importance of finding better measures of language background and ability, and the need to compare student performance with behavioral standards, rather than attempting intergroup comparisons.

Brechtel, M. (1992). *Bringing the whole together: An integrated whole language approach for the multilingual classroom.* San Diego: Dominie Press.

In this book, the author presents an integrated model for lesson design called the Guided Language Experience Process. Both content and language learning are integrated within this model using Whole Language and Cooperative Learning strategies. The author briefly summarizes the research which influenced this model and clarifies the implications of this research for teachers. The integrated model consists of two parts: the idea pages (What do I teach?), and the planning pages (How do I teach it?). The model can be used by teachers of both beginning and transitional ESL students and for planning in any content area. The author presents three sample units and details the development of the units through the cycle of the model. The final chapter includes many teaching strategies and terms which can be used with the model.

Brinton, D. M., Snow, M. A., & Wesche, M. B. (1989). *Content-based second language instruction.* New York: Newbury House.

The focus of this resource guide or course textbook is on postsecondary applications. The goal of the text is to provide the readers with two kinds of information: (1) well-grounded criteria for making effective choices when designing and implementing a content-based curriculum and (2) useful, concrete suggestions for implementing a content-based program. The book focuses on three "prototype" models--theme-based, sheltered, and adjunct language courses. In this volume, content-based instruction refers to the concurrent study of language and content area matter utilizing the form and sequence of language presentation specific to the content material. The language curriculum is derived from the academic needs and interests of the students and crosses over the barrier between language and subject matter.

Brown, H. D. (1991). *Breaking the language barrier: Creating your own pathway to success.* Yarmouth, ME: Intercultural Press.

This book responds to *why* students in a foreign language classroom have failed to achieve communicative fluency in the foreign language. It provides information on how people can take creative, positive steps to improve their chances of success. The book is aimed at learners who are about to study a foreign language or are studying a foreign language. Readers are given specific principles of learning that will enhance fluency.

Brown, J. M., & Palmer, A. S. (1988). *The listening approach: Methods and materials for applying Krashen's input hypothesis.* New York: Longman.

> *The Listening Approach* is an attempt to apply Stephen Krashen's theory of language acquisition to classroom teaching. This teacher's manual is a rich source of new teaching ideas.

Bruner, J., & Cole, M. (1990). *Early literacy: The developing child.* Cambridge, MA: Harvard University Press.

> This book is intended for those wanting to understand children's early literacy development before formal instruction. Specific examples of children's play, talk, writing, and reading are described.

California State Department of Education, Bilingual Education Office. (1990a). *Beyond language: Social and cultural factors in schooling language minority students* (4th printing). Los Angeles, CA: California State University; Evaluation, Dissemination and Assessment Center.

> This book presents the educational challenges posed by American ideas of equality, diversity, and inclusion. It is divided into seven parts. Each part deals with a related aspect of sociocultural influences on education. The chapters contain pertinent information to help educators improve their understanding of minority students within the American social context. The authors offer perspectives and suggestions to encourage the interaction between educators and minority students that will enhance the students' academic potential and will instill in them a sense of pride regarding their cultural and linguistic heritage. The authors emphasize that one must take into consideration the broader social and educational contexts to understand outcomes and formulate changes.

California State Department of Education, Bilingual Education Office. (1990b). *Bilingual education handbook: Designing instruction for LEP students.* Sacramento, CA: California State Department of Education.

> The topic of interest in this handbook is how to deliver the *whole* curriculum to the students who arrive at school speaking a language other than English. The purpose of this handbook is to describe what works in bilingual education. It focuses on school settings in which large numbers of LEP students are enrolled.

California State Department of Education, Office of Bilingual Bicultural Education. (1990). *Schooling and language minority students: A theoretical*

***framework*. Los Angeles, CA: Evaluation, Dissemination and Assessment Center.**

The theoretical framework implied in this progress report, which appears in the form of a collection of papers, is based on the best information that science can provide at this time. The articles within this volume form the beginning of a research-based theoretical framework for planning and improving bilingual education programs, and explain the importance of the following goals: (1) high levels of English language proficiency, (2) appropriate levels of cognitive/academic development, and (3) adequate psychosocial and cultural adjustment. The articles also describe the likelihood of various types of instructional approaches to achieve such outcomes.

Carrell, P., Devine, J., & Eskey, D. (Eds.). (1988). *Interactive approaches to second language reading*. New York: Cambridge University Press.

The book is organized into four major sections. Part I presents models of reading in general, and interactive models in particular. Part II introduces the reader to interactive approaches to second language reading from a theoretical perspective. The six chapters in Part III deal with empirical investigations of second language reading conducted within an interactive framework. Part IV presents the classroom implications and applications of interactive approaches to second language reading.

Carrick, B. (1988). *Product descriptions: ESL software for use with high school and adult students*. Portland, OR: Technology Program, Northwest Regional Educational Laboratory.

This publication includes a description of 44 software programs. The table of contents offers information regarding the publisher, cost, type of hardware needed, and the copyright date. The titles are divided into three sections: "Grammar," "Reading/Writing," and "Vocabulary." Each annotation includes the level of language proficiency needed for successful use of the program, a description of the required program components, clarifying comments, and an evaluation rating the quality of the program.

Celce-Murcia, M. (Ed.). (1991). *Teaching English as a second or foreign language* (2nd ed.). New York: Newbury House.

Primarily intended to be used as a textbook in ESL methodology courses, this text is a comprehensive introduction to the field. It

contains 32 chapters, each written by an expert in the area of ESL or EFL. The chapters are grouped into the following broad categories: "Teaching Methodology," "Language Skills" (listening, speaking, reading, and writing), "Integrated Approaches," "The Learner," and "Skills for Teachers." Both theoretical and practical issues in teaching ESL or EFL are discussed throughout the book.

Christison, M. A., & Bassano, S. (1993). *Social studies: Content and learning strategies.* Reading MA: Addison-Wesley.

Teachers of middle and secondary ESL students or students having difficulty with a traditional social studies textbook may find this teacher's edition to be very useful. Based on a cooperative learning environment, it is designed to help students develop the social studies vocabulary, critical thinking skills, learning strategies, and the cultural understanding necessary to pursue higher level content-area schoolwork. It is particularly suited for Sheltered English classrooms, content-area resource centers, and mainstream social studies classrooms.

Coelho, E., Winer, L., & Olsen, J. W.-B. (1989). *All sides of the issue: Activities for cooperative jigsaw groups.* Hayward, CA: Alemany Press.

This is a teacher resource book consisting of a Teacher's Guide and the reproducible student materials for seven activities based on the principles of cooperative learning and the Jigsaw approach. The small-group activities focus on issues of social importance and are designed to help students develop both language and social studies skills. This book is for language development and social studies teachers with adolescent and adult students whose native language may or may not be English and who may be reading several grades below their expected grade level. The readings and activities are suitable for use in areas besides language arts and social studies.

Crawford, J. (1989). *Bilingual education: History, politics, theory, and practice.* Trenton, NJ: Crane.

The reader is introduced to the historical, political, theoretical, and practical perspectives regarding bilingual education. Included in this volume are articles on the issues of English Only and English Plus, what occurred in the area of bilingual education during the Bennett years, basic research on language acquisition, alternatives to bilingual education, case studies projects, Indian bilingual education, and two-way bilingual education.

Crowell, S. C., & Kolba, E. D. (1990a). *Practicing the writing process 1: The paragraph.* New York: Educational Design.

This book will take the reader on a step-by-step journey through the process of writing, comparable to that of a published author. The intent is to teach the student a reliable method of writing a paragraph.

Crowell, S. C., & Kolba, E. D. (1990b). *Practicing the writing process 2: The essay.* New York: Educational Design.

In this book, the students are given an introduction to the writing process, and are taught how to write an essay, particularly a personal essay. At the end of the book, the students will have an opportunity to apply what they have learned as they engage in the writing of an expository essay and a persuasive essay. Tips are given for writing a timed essay.

Curran, L. (1990). *Cooperative learning & literature: Lessons for little ones.* San Juan Capistrano, CA: Resources for Teachers.

This first part of this spiral-bound book is divided into four chapters whereby the reader is given: (1) a general overview of using cooperative learning in the primary classroom, (2) useful information regarding classroom organization and management when using cooperative learning, (3) an explanation of the Social Skills and suggestions for incorporating these within the lessons, and (4) a definition of the different cooperative learning structures presented in alphabetical order. The second part of this book contains lessons based on well-known children's literature, and are organized into sections that address the sharing of ideas, the establishment of values, the development of oral language, learning letters, and developing reading and writing skills.

Davidson, N. (Ed.). (1990). *Cooperative learning in mathematics. A handbook for teachers.* Menlo Park, CA: Addison-Wesley.

This handbook includes small-group cooperative learning methods in mathematics. It is designed for individuals who wish to become familiar with additional instructional strategies in the teaching of mathematics. Rather than teaching mathematics as an isolated subject, the readers will discover that the use of cooperative learning methods in the teaching of mathematics offers students opportunities for success, offers insights to the different approaches for solving mathematical problems, aids the long-term learning of basic facts and necessary computational procedures, builds communication competence, and allows for creative

thinking, for exploring open-ended situations, for making conjectures and testing them with data, for posing intriguing problems, and for solving nonroutine problems.

Day, R. R. (Ed.). (1993). *New ways in teaching reading.* Alexandria, VA: Teachers of English to Speakers of Other Languages.

This resource book for ESL and EFL reading teachers is a collection of activities, exercises, and suggestions contributed by teachers who have used them in their teaching of reading in ESL and EFL classrooms. The book is organized into three major sections: (1) Extensive Reading--the teaching of reading through reading, (2) Intensive Reading--focusing on some aspect of the teaching of reading through specific activities and exercises that relate to a reading skill or situation, and (3) Oral Reading--featuring oral reading activities that allow the readers to take part in tasks and activities that help them interact with the reading passage and with each other. Many of the activities included can be used regardless of the target language.

de la Rosa, D., & Maw, C. E. (1990, October). *Hispanic education: A statistical portrait, 1990.* Washington, DC: National Council of La Raza.

The third in a continuing series of major reports on the educational status of Hispanics, this book is designed to provide Hispanics and mainstream community-based organizations, leaders, and policy makers with a "snapshot" of the educational status of Hispanics, and a discussion of the policy implications of these statistics. The data and analyses included in this document are provided in a usable and practical format and content, and are designed to help provide a basic understanding of similarities and differences between Hispanics and other major population groups, and within the Hispanic population--an understanding needed by educational policy makers and practitioners in developing programs which meet the specific educational needs of Hispanics in any particular city or region of the country.

Dixon, C. N., & Nessel, D. D. (1992). *Meaning making: Directed reading & thinking activities for second language students.* Englewood Cliffs, NJ: Alemany Press.

The process of making meaning through direct reading and thinking activities is explained in this book. Examples of teachers' and students' work is also provided to guide the reader. The authors provide a theoretical and practical explanation on how to teach reading as a

thinking process. Directed Reading and Thinking Activities for adult, secondary, and elementary classes are given throughout the book.

Dubin, F., & Kuhlman, N. A. (Eds.). (1992). *Cross-cultural literacy. Global perspectives on reading and writing.* Englewood Cliffs, NJ: Regents Prentice-Hall.

Dubin and Kuhlman have compiled an up-to-date overview of social and cultural aspects of literacy from several countries. This book provides information about literacy practices in Bostwana, the Pacific Islands, Thailand, Greece, Hawaii, Australia, Japan, Chinese, Poland, and Korea. Included within the book is a section on academic settings in the United States.

Edelsky, C., Altwerger, B., & Flores, B. (1991). *Whole language: What's the difference?* Portsmouth, NJ: Heinemann.

The confusion surrounding whole language is addressed in this text. The authors define whole language, compare and contrast it with other educational methods, and describe a "whole language classroom." A key idea is that whole language is not a method, nor is it a teaching strategy; it is a complete change in perspective toward the way language is learned and should be taught. An attempt is made to clarify a complicated and controversial development in language education.

Edge, J. (1989). *Mistakes and correction.* New York: Longman.

This book is concerned with *when* and *how* to correct students' mistakes. This book examines the important role mistakes have in the learning process, and encourages communicative fluency, rather than merely mechanical accuracy. The book suggests many practical techniques for helping students to accept and learn from their mistakes without being discouraged by them.

Elementary Grades Task Force, & California Department of Education. (1992). *It's elementary!* Sacramento, CA: California Department of Education.

The purpose of *It's Elementary!* is to examine what an outstanding California elementary school of the 1990s might look like and to make specific recommendations for realizing that vision. This document was designed as a syllabus for public school educators to use in evaluating their own practices and plotting a course for classroom, school, and system-wide improvement. Topics in the report are followed by a set of

selected references for those seeking more detailed information. *It's Elementary!* is divided into seven chapters. Each chapter consists of an introductory statement followed by a series of recommendations and discussions. Important points are highlighted by vignettes, graphics, and excerpts from seminal writings.

Enright, D. S., & McCloskey, M. (1988). *Integrating English: Developing English language and literacy in the multilingual classroom.* Reading, MA: Addison-Wesley.

Integrating English is a practical handbook for teachers, administrators, and teacher educators. It describes the Integrated Language Teaching Model (ILT) which was developed by the authors. The model provides ideas for integrating content with language instruction, as well as for integrating the language processes of reading, writing, speaking, and listening with one another. The chapters within Part I offer the reader information regarding the rationale for the development of the ILT, an explanation of the integrated curriculum, a discussion of the social and physical environment, information about "real" oral and "real" written discourse, the building of the classroom community, and developing ties between the school, home, and community. As examples for teachers, Part II contains two complete integrated thematic units.

Faltis, C., & DeVillar, R. (1990). *Language minority students and computers.* New York: Haworth Press.

This volume addresses the reasons for and the application of computers in the language minority classroom. Experts in the fields of education, speech, bilingual education, and human cognition provide information on a broad range of topics related to computer assisted instruction and language minority students. These topics include the future of computers in education reform, the usefulness of student interaction, and collaboration around the computer. Also discussed are interactive video instruction and the use of Spanish and English language software with language minority students.

Freeman, Y., & Freeman, D. (1992). *Whole language for second language learners.* Portsmouth, NH: Heinemann.

This book explains whole language as it refers to language and literacy development, and how it can be applied to second language learning at all grade and skill levels. Each of seven chapters elaborates on a specific whole language principle. Included are practical ideas for

organizing curriculum and sample lessons. Many examples of student work are also presented.

Fry, E. (Ed.). (1991). *10 best ideas for reading teachers.* Menlo Park, CA: Addison-Wesley.

Forty-four contributing authors express their best 10 ideas for use by reading teachers. The book also includes the definitions of "Best Idea" and "Reading Teacher." The ideas provided range from two contributions with only one idea to other contributions in form of poems, stories, and suggestions.

García, H. S., & Chávez Chávez, R. (Eds.). (1988). *Ethnolinguistic issues in education.* Lubbock, TX: Texas Tech University.

This book includes chapters regarding the "Theoretical and Philosophical Views on Bilingual Multicultural Education," "Policy, Administrative, and Teacher Training Considerations in Bilingual Multicultural Education," and "Bilingual Special Education--Inroads and Insights." It gives the reader research evidence on how minorities and language minorities can be helped. The articles presented in this book are intended to present pedagogy within bilingual/multicultural classrooms as a field that can be studied from several theoretical and philosophical perspectives.

Giles, C., Bixby, C., Crowley, P., Crenshaw, S., Henrichs, M., Reynolds, F., & Pyle, D. (Eds.). (1988). *Whole language strategies for secondary students.* New York: Richard C. Owen.

This book provides an explanation of the theories supporting whole language, gives examples of theory in use, includes a question and answer chapter, and provides several chapters of lesson examples.

Gonzales, F. (1988a). *First and second language acquisition process.* San Antonio, TX: Intercultural Development Research Association.

This is the first of 12 technical assistance and training modules developed by the Desegregation Assistance Center-South Central Collaborative of Region VI. It includes objectives, pre- and post-tests, activities, readings, handouts, and transparency masters. This particular module focuses on the processes of acquiring English as a second language. The objectives are to become familiar with: (a) the nature of language and language proficiency, (b) the process of acquiring the first and second language and the interrelationship between the two,

(c) ESL proficiency categories, and (d) strategies for placing LEP students in the appropriate level and program of instruction.

Gonzales, F. (1988b). *Integrating the ESL student into the content area classroom.* San Antonio, TX: Intercultural Development Research Association.

This is the second of 12 training and technical assistance modules developed by the Desegregation Assistance Center-South Central Collaborative of Region VI. It contains objectives, pre- and post-tests, activities, readings, handouts, and transparency masters. This particular module acquaints the participants with classroom theory and strategies to successfully integrate the ESL student into the content-area classroom. The objectives of this three-hour session are to familiarize the participant with: (a) the problems that second language learners encounter in the content-area classroom, (b) the idea that cognitive and language skills are developed through science, social studies, and mathematics, (c) organizational techniques used to meet students' individual needs, and (d) the benefits of collaborative planning between content area and ESL teachers.

Gonzales, F. (Ed.). (1988c). *Modeling equitable behavior in the classroom.* San Antonio, TX: Intercultural Development Research Association.

Designed for use by teachers and teacher trainers, this module is one of 12 in a series of training and technical assistance modules focusing on race desegregation, gender equity, and national origin desegregation. The main objective is to assist teachers in identifying and practicing classroom behaviors and language patterns that are free of gender stereotyping and bias. Included with this module are the transparency masters and handout masters for use by the trainer.

Gonzales, F. (1988d). *Recognizing cultural differences in the classroom.* San Antonio, TX: Intercultural Development Research Association.

This training module, the third in a series of 12 technical assistance and training modules, focuses on the issues and problems associated with race desegregation, gender equity, and national origin desegregation. The main objective of this module is to familiarize the participants with cultural elements that some national origin minority populations may bring to the school environment. This module is appropriate for approximately three-hour training sessions. Transparency masters and handout masters are provided for the trainer.

Gonzalez, G. A. (1989a). *Chanting time sentences: Teacher's manual levels 5-10.* Chicago: The Riverside Publishing Company.

This manual helps teachers of LEP students meet the students' specific needs through the use of chants. This program focuses on vocabulary, concepts, and skills for students using the Riverside Reading Program. Each story is accompanied by 10 chants. The chants are sentences that were specially chosen to provide the learner an opportunity to learn grammar and intonation naturally and automatically.

Gonzalez, G. A. (1989b). *Chanting time sentences: Teacher's manual levels 11-13.* Chicago: The Riverside Publishing Company.

A continuation of levels 5-10, this program also focuses on vocabulary, concepts, and skills for students using the Riverside Reading Program. The program provides 10 chants to accompany each of the stories. The chants are sentences that were specially chosen to provide the learner an opportunity to learn grammar and intonation naturally and automatically. An example of the repetition and rhythm of one of the songs is provided to give the teacher several instructional alternatives.

Goodman, K., Bird, L., & Goodman, Y. (1991). *The whole language catalogue.* Santa Rosa, CA: American School.

As the name suggests, this is truly a "catalogue" from which to pick and choose. It includes everything from anecdotes and student artwork to sample self-evaluation forms and short articles on the research base for using whole language with ESL students. This big book is designed for browsing through the articles on topics such as learning, language, literature, teaching, community, and understanding whole language.

Goodman, K., Bird, L., & Goodman, Y. (1992). *The whole language catalogue supplement on authentic assessment.* Santa Rosa, CA: American School Publishers.

Developed as a companion to the Whole Language Catalogue, this volume focuses on assessment in a whole language classroom. Authentic assessment is an ongoing process that is an integral part of the curriculum, not an event which occurs periodically throughout the school term. It includes detailed explanations for developing authentic assessment and evaluation tools, and for documenting learning across the curriculum (including second language learning).

Goodman, K., Goodman, Y., & Hood, W. (Eds.). (1989). *The whole language evaluation book.* Portsmouth, NH: Heinemann.

Evaluation in a whole language-based curriculum presents problems. How do teachers evaluate student learning if they cannot use standardized tests of discrete skill development? The authors of this book are classroom teachers who discuss how they evaluate with alternatives to standardized tests. This text includes illustrative examples of whole language evaluation in classrooms, including teacher and student self-evaluation.

Gunderson, L. (1991). *ESL literacy instruction: A guidebook to theory and practice.* Englewood Cliffs, NJ: Regents-Prentice Hall.

This book provides a complete and practical guide of reading programs for students of all ages and abilities. Specific teaching methods and models within each method are provided. In addition, general guidelines to assess students' literacy level and to match them with an appropriate program are provided.

Hamayan, E. (1989). *Teaching writing to potentially English proficient students using whole language approaches.* Washington, DC: National Clearinghouse for Bilingual Education.

This guide suggests innovative methods for teaching writing to potentially English proficient students using whole language approaches, such as the Language Experience Approach, dialogue journals, and student diaries.

Harste, J. C., Short, K. G., & Burke, C. (1988). *Creating classrooms for authors: The reading-writing connection.* Portsmouth, NH: Heinemann.

This volume presents a curricular framework for classroom reading and writing experiences that help students understand how reading and writing relate to reasoning and learning. Through this curriculum, students will come to see reading and writing as composing, composing as a form of learning, and learning as a form of authorship. The reader is given a theoretical framework about the "Authoring Cycle," how to begin an authoring cycle, creating a conducive context for exploring literacy in the classroom, and using this frame for communicating and extending curriculum.

Heald-Taylor, G. (1989). *Whole language strategies for ESL students.* San Diego: Dormac.

This handbook outlines quality learning strategies for students from kindergarten to third grade who are learning ESL. Whole Language strategies, such as dictation, literature in language learning, process writing, themes, and evaluation, as well as the use of student-dictated sentences and stories, choral speaking, creation of big books, and process writing are discussed. Pictures and representations of student work are included with the text in an effort to clarify the intent of a variety of activities. The final chapter includes an ESL language behavior inventory.

Heaton, J. B. (1990). *Longman keys to language teaching: Classroom testing.* New York: Longman.

The author includes a great many examples of tests that teachers can adapt and immediately use in their own classrooms. Additionally, he gives valuable advice on the role of continuous assessment, in which there has been an increasing amount of interest in recent years. The book also contains some very helpful suggestions on oral testing--including how to cope with this form of assessment in large classes. At the end of each chapter there is a very useful "Activities" section, in which the reader is invited to evaluate different kinds of tests, and/or to formulate similar tests for their own students.

Higgins, J. (1988). *Language, learners, and computers.* New York: Longman.

The book is divided into seven chapters, and includes an introduction, a bibliography, and an index. Higgins suggests that by incorporating the use of computers into the classroom, teachers will enhance, not suppress, students' learning. In his opinion, the teacher serves several roles, including that of a valuable model for the student. Higgins suggests a number of techniques, activities, and materials to motivate the students; that allow the student to experiment and to take initiative; and, most importantly, which respect the intelligence of the student. In the last chapter, he discusses several of the problems of technology and the effect of these problems on the teacher and the learner.

Hill, H. D. (1989). *Effective strategies for teaching minority students.* Bloomington, IN: National Educational Service.

This text is designed to provide an overview of many issues that are essential in understanding, relating to, and, ultimately, teaching minority students. The recommendations for interacting with minority students are based both on research and personal classroom experiences. The book is recommended for pre-service and in-service teachers, and

any individual interested in education in communities where minority students make up a large portion of the school environment.

Hill, S., & Hill, T. (1990). *The collaborative classroom. A guide to co-operative learning.* Portsmouth, NH: Heinemann.

This book refers to people learning and working together, rather than doing so individually. The literature in the area of cooperative learning indicates that children learn more effectively when they work together, that they build healthier relationships with themselves and others, and ultimately bears global implications. As cooperative partnerships are built, ownership and responsibility are shared, and all individuals become empowered. This valuable resource gives the reader an understanding about what *cooperative* means and why it is important, and includes a range of practical processes and strategies that help to build and maintain a truly cooperative classroom.

Hillerich, R. L. (1988). *Elementary teacher's language arts handbook. Techniques and ideas for teaching reading, writing, speaking, and listening.* Englewood Cliffs, NJ: Prentice Hall.

This handbook is directed primarily to inservice teachers. It presents a sequence of essential skills and methods--from oral language development to decoding and comprehension skills, and from prereading to critical reading. It presents reading instruction in the framework of the total language picture--speaking, listening, and writing, as well as reading. It also presents a research-supported direction with many ideas on how to implement that approach, and offers extensive treatment of two often-neglected topics: oral language diagnosis/ development and critical reading. The book deals with the *what*, *how*, and *why* of instruction, rather than the *when*.

Hoot, J. L., & Silvern, S. B. (Eds.). (1988). *Writing with computers in the early grades.* New York, NY: Teachers College Press.

This book includes four major sections that provide the reader with (1) an introduction to word processing as a writing tool for young students, (2) a discussion of the preparation of the classroom and the children to use computers, (3) an examination of the special needs of young students, and (4) a description of several programs for teachers. An additional chapter is included for ESL classrooms.

Hudelson, S. (1989). *Write on: Children writing in ESL.* Englewood Cliffs, NJ: Prentice-Hall/Center for Applied Linguistics.

In *Write On*, the author argues against the assumption that oral fluency must be achieved before young ESL students can begin to explore writing. Rather, she takes a Whole Language orientation and suggests that both oral and written language are necessary parts of the process of acquiring meaning which occurs in both first and second language learning. In this text, she examines native language and ESL writing from the cognitive, social, and cultural perspectives, as well as the role of native language writing in ESL writing development. Included are applications of her research for ESL writing instruction and suggestions for assessment of student writing.

Hudelson, S. (1993). *English as a second language curriculum resource handbook: A practical guide for K-12 ESL programs.* Millwood, NY: Kraus International Publications.

This is a practical reference for classroom teachers, curriculum developers, education faculty, and student teachers. It is designed to provide basic information on the background of ESL programs, as well as current information on publications, standards, and special materials for K-12 ESL. This handbook gives the reader a sense of the numerous options that are available.

Huizenga, J., Snellings, C. M., & Francis, G. B. (1990). *Basic composition for ESL: An expository workbook.* Scranton, PA: Harper Collins.

This writing process workbook is designed for university-bound students or professionals studying ESL. Six composition units focus on six common writing modes--giving instructions, reporting an event, analyzing cause and effect, comparing and contrasting, classifying, and analyzing a process. Within each unit, students are given several opportunities to plan, write, and organize compositions on a variety of high-interest themes. Elements of grammar and rhetoric are addressed by mini-lessons in each unit. Each composition practice moves from controlled to free writing on the theme. The tasks within the workbook become progressively more difficult.

Irvin, J. L. (1990). *Reading and the middle school student.* Needham Heights, MA: Allyn and Bacon.

This book offers practical strategies for making instructional and programmatic decisions in middle school reading programs. Characteristics of middle school students, motivating students, literature across the curriculum, and exemplary programs are offered as topics in this book. Theory and research behind the integration of

reading, writing, speaking, listening, and thinking across the curriculum are presented with the exemplary programs.

Johnson, D., Johnson, R., Bartlett, J., & Johnson, L. (1988). *Our cooperative classroom.* Edina, MN: Interaction Book Company.

This is a sourcebook of activities to encourage cooperative skills in young children. Its aim is not only to demonstrate the use of Cooperative Learning strategies to increase academic success, but also to show how children's understanding of cooperation and competition in life can be increased.

Johnston, J., & Johnston, M. (1990). *Content points: Science, mathematics, and social studies activities series.* Reading, MA: Addison-Wesley.

The *Content Points* series is a versatile, three-level collection of supplemental learning experiences in science, math, and social studies for middle school and high school students. The series is based on the Cognitive Academic Language Learning Approach (CALLA). The CALLA model integrates content, language, and learning strategies. The aim of CALLA and the supplemental activities is to help students master the necessary academic skills and learning strategies to become successful students.

Kagan, S. (1992). *Cooperative learning resources for teachers.* San Juan Capistrano, CA: Resources for Teachers.

This new edition continues to address the importance of cooperative learning, particularly for LEP students. The author discusses the economic, demographic, and socialization changes in the U.S. which seem to be affecting the character of students and schools. These developments suggest a need for increased socialization skills and "prosocial values." The author discusses an "achievement crisis" in minority LEP students' ("the new majority") education and points to a research-supported mismatch between the competitive-oriented school and a minority culture that leans toward learning cooperatively. Research also reveals that cooperative learning positively influences, among other things, classroom environment, self-esteem, language development, academic achievement, and ethnic relations.

Keller, E., & Warner, S. (1988). *Conversation gambits.* Hove, England: Language Teaching Publications.

In this ESL activity book, "gambits" are defined as words or phrases which help to express what one is trying to say, such as introductory phrases, responses, comments, and transitional expressions used in conversation. Students are provided 63 conversational situations, games, and exercises in which to practice "opening," "linking," and "responding" gambits.

Kessler, C. (Ed.). (1992). *Cooperative language learning. A teacher's resource book.* Englewood Cliffs, NJ: Prentice-Hall.

Cooperative learning is a humanistic, prosocial form of education that offers second language learners an opportunity to realize new dimensions of achievement. This volume on cooperative, also known as collaborative, learning is divided into three sections--the foundations of cooperative learning; cooperative learning in content-based language instruction; and a focus on the teacher from a variety of perspectives. Teacher education is treated in terms of teacher preparation in master's degree programs in ESL or teaching foreign languages and in terms of teacher inservice education in cooperative learning. An extensive bibliography is included for teachers interested in reading more about cooperative learning from a variety of perspectives.

Krashen, S. (1988). *Second language acquisition and second language learning.* Englewood Cliffs, NJ: Prentice-Hall.

This book provides a comprehensive discussion of Krashen's Monitor Theory of adult second language acquisition. The topics covered include the acquisition of grammatical structures, the role of affective variables, aptitude, individual variation, age differences, and teaching methodology.

Krashen, S. D. (1992). *Fundamentals of language education.* Torrance, CA: Laredo Publishing Company.

Krashen's theory of language acquisition, literacy development, and cognitive development are briefly discussed in this book. The five main hypotheses that summarize the current theory on language acquisition--Acquisition/Learning, Natural Order, Monitor, Input, and Affective Filter--are also included. Following the presentation of theory is a brief discussion of its application.

Lapp, D., Flood, J., & Farnan, N. (1989). *Content area reading and learning.* Englewood Cliffs, NJ: Prentice-Hall.

In this book several authors address many subjects in relation to content area instruction. Some of the questions addressed are: What is the role of reading in content area instruction? Who are the students and how can we reach them? What is the role of the science, social studies, and physical education teachers in reading and writing instruction? How can computers be used effectively in content area classes? What are some techniques to motivate, to teach vocabulary, and to assess students by the content area teacher?

Larsen-Freeman, D., & Long, M. (1991). *An introduction to second language acquisition research.* New York: Longman.

This comprehensive text is for use by anyone studying second language acquisition (SLA). Assuming the reader has no prior knowledge of SLA research, the book includes major topics, such as the scope of SLA research, methodology for gathering and analyzing data, the history and development of SLA research, and substantive findings on interlanguage development. Subsequent chapters examine the linguistic environment for SLA, learner variables and explanations for success and failure in SLA, the role of theory in social science, current theories of SLA, and the effects of formal instruction on SLA. Each chapter ends with discussion questions. The volume includes an extensive bibliography and suggestions for further reading.

Law, B., & Eckes, M. (1990). *The more-than-just-surviving handbook: ESL for every classroom teacher.* Winnipeg, Canada: Peguis Publishers.

This book provides regular classroom teachers, both elementary and secondary, with a starting point for working with ESL students, as well as a strong knowledge base and sufficient strategies to help these teachers cope and to help the ESL students learn. The information in the book: (1) summarizes the latest research on first and second language learning, literacy theory, and integrating the skills of reading, writing, speaking, and listening; (2) applies the latest research to the regular classroom that contains both native-English speakers and non-English-speaking students; and (3) suggests activities, appropriate for use with both English-speaking and ESL students, to foster language acquisition within the context of the regular curriculum.

Lessow-Hurley, J. (1990). *The foundations of dual language instruction.* New York: Longman.

As a text for teachers in training, this book is intended to be simple. It is not a book about methodology. Given the scope of the subject, this

book is somewhat superficial in many areas. Annotated suggestions for further reading have been included at the end of each chapter so that readers may pursue an in-depth study of their particular interests. A list of suggested hands-on activities follows each chapter to provide students with first-hand experience in the concepts presented.

Lessow-Hurley, J. (1991). *A commonsense guide to bilingual education.* Alexandria, VA: Association for Supervision and Curriculum Development.

This book briefly discusses bilingual program models. It addresses language policy and language proficiency assessment. Requirements for serving LEP students are analyzed. Frequently asked questions about bilingual education are addressed. In addition, each chapter provides several suggested sources for further reading.

Lipp, E. (1990). *From paragraph to term paper: A reading and composition text for advanced students.* New York: Maxwell Macmillan International.

The textbook is based on three premises: (1) that reading and writing should be taught together, (2) that students benefit from peer reading and editing of each other's writing because they get the feedback on their writing more quickly, and (3) that students benefit from both the traditional approaches to teaching writing and from the process approach. This text has a variety of writing assignments based on reading passages for writing summaries and critiques, reading material for a problem-solving report, and newspaper articles and note cards for a controlled research paper. The text asks students to write in response to what they read rather than to write only from personal experience. The text breaks the process of preparing a research paper into steps and guides students through these steps.

Lorenz, E. B., & Met, M. (1989a). *Foreign language immersion: An introduction.* Rockville, MD: Board of Education of Montgomery County.

The purpose of this teacher's activity manual and accompanying video program is to provide general background information for foreign language teachers who are, or will soon be, teaching in total, partial or two-way immersion classrooms. *Foreign Language Immersion: An Introduction* is the first in a series of 12 video programs, and provides definitions, research results and answers to the most commonly asked questions about immersion programs.

Lorenz, E. B., & Met, M. (1989b). *Planning for instruction in the immersion classroom.* Rockville, MD: Board of Education of Montgomery County.

The purpose of this teacher's activity manual and accompanying video program is to provide general background information for foreign language teachers who are, or will soon be, teaching in total, partial or two-way immersion classrooms. *Planning for Instruction in the Immersion Classroom* is the fourth in a series of video programs that highlights special considerations in the planning process that impact the delivery of instruction in the immersion classroom. The program describes four planning tasks: sequencing instructional objectives, identifying and developing instructional activities, identifying immersion language objectives, and selecting instructional materials.

Lorenz, E. B., & Met, M. (1989c). *Second language acquisition.* Rockville, MD: Board of Education of Montgomery County.

The purpose of this teacher's activity manual and accompanying video program is to provide general background information for foreign language teachers who are, or will soon be, teaching in total, partial or two-way immersion classrooms. *Second Language Acquisition in Children*, the second in a series of video programs, highlights current theories, issues, and questions. The video program explores the following topics as they relate to children learning a second language in elementary foreign language immersion classrooms: caregiver speech, contextualized language, comprehensible input, the role of input and output, hypothesis testing/negotiation of meaning, encouragement of oral language development, the role of grammar instruction, the role of error correction, and the role of age, aptitude, personality, and motivation.

Lorenz, E. B., & Met, M. (1990a). *Teaching mathematics and science in the immersion classroom.* Rockville, MD: Board of Education of Montgomery County.

The purpose of this teacher's activity manual and accompanying video program is to provide general background information for foreign language teachers who are, or will soon be, teaching in total, partial or two-way immersion classrooms. *Teaching Mathematics and Science in the Immersion Classroom*, the seventh in a series of video programs, highlights techniques, strategies and special considerations that immersion teachers must think about as they plan for and teach the content areas of mathematics and science to immersion students at the elementary school level.

Lorenz, E. B., & Met, M. (1990b). *Teaching reading and language arts in the immersion classroom: Grades 3-6.* Rockville, MD: Board of Education of Montgomery County.

The purpose of this teacher's activity manual and accompanying video program is to provide general background information for foreign language teachers who are, or will soon be, teaching in total, partial or two-way immersion classrooms. As the sixth in a series of video programs, *Teaching Reading and Language Arts in the Immersion Classroom; Grades 3-6*, highlights techniques, strategies, and special considerations that immersion teachers must weigh as they plan for and teach reading and language arts to upper grade elementary students who have been enrolled in an immersion program since Kindergarten or Grade 1.

Lorenz, E. B., & Met, M. (1991a). *Assessment in the immersion classroom.* Rockville, MD: Board of Education of Montgomery County.

The purpose of this teacher's activity manual and accompanying video program is to provide general background information for foreign language teachers who are, or will soon be, teaching in total, partial or two-way immersion classrooms. The focus of *Assessment in the Immersion Classroom*, the tenth in a series of video programs, is on special considerations for immersion teachers while planning for, implementing, and interpreting assessments in the immersion classroom. The program describes planning for assessment of content and language, using a variety of assessment tools, and using assessment results to gauge the effectiveness of instruction.

Lorenz, E. B., & Met, M. (1991b). *Teaching reading and language arts in the immersion classroom: Grades K-2.* Rockville, MD: Board of Education of Montgomery County.

The purpose of this teacher's activity manual and accompanying video program is to provide general background information for foreign language teachers who are, or will soon be, teaching in total, partial or two-way immersion classrooms. As the fifth in a series of video programs, *Teaching Reading and Language Arts in the Immersion Classroom: Kindergarten - Grade 2* highlights special considerations in teaching and language arts in kindergarten through Grade 2 immersion classrooms. The program describes the following phases in teaching beginning immersion students to read: preparing students to learn to read, helping students make a transition to beginning readers, implementing formalized instruction in reading, and teaching the writing process.

Lowe, P., Jr., & Stansfield, C. W. (Eds.). (1988). *Second language proficiency assessment: Current issues.* Englewood Cliffs, NJ: Prentice-Hall.

This volume brings together the knowledge and experience of persons working in education and in government regarding the assessment of language proficiency. The group of authors clarify the proficiency guidelines of the American Council on the Teaching of Foreign Languages and the skill-level descriptions of the Interagency Language Roundtable. The book is divided into five chapters titled: "The Unassimilated History," "A Research Agenda," "Issues Concerning the Less Commonly Taught Languages," "Issues in Reading Proficiency Assessment," and "Issues in Writing Proficiency Assessment."

Malavé, L., & Duquette, G. (Eds.). (1991). *Language, culture and cognition: A collection of studies in first and second language acquisition.* Clevedon, Avon, England: Multilingual Matters.

Although the emphasis in this book is on research, the topics range from theoretical to practical, thus attracting the attention of researchers **and** practitioners. Included within the text are a variety of themes, studies focusing on both first and second language development, and discussions that treat the "good language learner" as well as the less able student. In order to explore the relationship between native culture, first and second language acquisition, and cognitive development, the reader is provided with current research findings and conceptualizations. The book focuses on the cognitive processing of language systems; the nature, role, and effects of culture in language acquisition; and aspects and considerations of the teaching/learning process.

Mammen, L. (1989a). *Writing warm-ups: K-6.* San Antonio, TX: ECS Learning Systems.

The *Writing Warm-Ups* are brief and creative writing activities for teachers who want students to make the most of every minute in the classroom. Presented in a simple, easy-to-use format, the Warm-Ups are quick, convenient writing exercises that encourage students to enjoy and play with words, motivate them to generate numerous and varied ideas, and challenge them to write creatively about a variety of topics.

Mammen, L. (1989b). *Writing warm-ups: 7-12.* San Antonio, TX: ECS Learning Systems.

Presented in a simple, easy-to-use format, the Warm-Ups are quick, convenient, and creative writing exercises that invite students to enjoy and play with words, inspire them to generate numerous and varied ideas, and challenge them to write creatively about a variety of topics.

Moll, L., Vélez-Ibáñez, C., & Greenberg, J. (1990). *Community knowledge and classroom practice: Combining resources for literacy instruction.* Arlington, VA: Development Associates.

The purpose of this handbook is to present research-based strategies for improving literacy skills for language minority students, especially those labelled as "at-risk" due, in part, to the perception that they come from intellectually and socially limited family environments. The foundations of instruction proposed in this book are threefold: analysis of the use of knowledge and skills within the community, creation of an after-school teacher resource group for exploring classroom practice, and observation of classrooms and analysis of changed teaching strategies. In addition to presenting the theory behind the program, the researchers present three case studies of teacher/practitioners who use the recommended methods.

Molyneux, L. (1991a). *Cooperative learning, reading and success: Step-by-step activities.* Canandaigua, NY: Trellis Books.

The text, appropriate for use by second- through sixth-grade teachers, is divided into two sections: Grouping Strategies and Reading Activities. The cooperative learning models included within the text are designed to support, enhance, and stimulate any reading program. This resource book offers ideas for use with different forms of literature in cooperative group settings. Pairs check, team work, team-up, numbered heads together, jigsaw, and team interview are some of the activities included.

Molyneux, L. (1991b). *Cooperative learning, writing and success: Step-by-step activities.* Canandaigua, NY: Trellis Books.

The text is divided into two sections: Grouping Strategies and Writing Activities. This sourcebook provides the reader with a variety of cooperative learning models to support, enhance, and stimulate any writing program. Following the introductory chapter are five chapters that are organized around specific purposes for writing in cooperative group settings. Activities included are group discussion, pairs, categorizing, co-op/co-op, heads together, and team interview.

Müller, K. E. (Ed.). (1988). *Children and languages: Research, practice, and rationale for the early grades.* New York: National Council on Foreign Language and International Studies.

This book represents a collection of the papers presented at the 1985 International Conference on Second/Foreign Language Acquisition by Children held in Oklahoma City, Oklahoma. The presentations cover both theoretical and practical topics, including the administration of and advocacy for second/foreign language programs for children, medical and educational research in relevant areas, as well as classroom methods and materials.

National Council of Teachers of English Committee on Classroom Practices in Teaching English. (1988). *Focus on collaborative learning. Classroom practices in teaching English, 1988.* Urbana, IL: National Council of Teachers of English.

The main feature of collaborative learning is a structure that allows for student talk wherein much of the learning occurs. Collaborative learning activities allow students to learn by "talking it out," assimilating their ideas and information through interaction with others. The teacher takes on the role of a facilitator of the learning process rather than that of an "information giver." The four sections of the book provide insights and guidelines regarding the development of students' group skills, descriptions of cooperative learning activities dealing with the study of literature, demonstrates the use of cooperative learning activities as an approach to help students engage in the writing process, and includes other collaborative learning activities.

Nevarez, S., Mireles, R., & Ramirez, N. (1990). *Experiences with literature: A thematic whole language model for the K-3 bilingual classroom.* Reading, MA: Addison-Wesley.

This book is a guide to selecting Spanish language children's literature and creating thematic units around the texts for use in the K-3 bilingual classroom. Thematic units are a lesson strategy consistent with the whole language philosophy which integrate content area knowledge with language and literacy development in a student-centered environment.

Noyce, R. M., & Christie, J. F. (1989). *Integrating reading and writing instruction in Grades K-8.* Needham Heights, MA: Allyn and Bacon.

This book is intended as a basic text for undergraduate or graduate courses on integrating reading and writing instruction, and for undergraduate communications methods courses which deal with both reading and writing. Suitable as a reference for individuals interested in integrating the language arts at the elementary- and middle-grade levels, the book helps make the integration of reading and writing a

reality by suggesting teaching strategies that reflect the most recent classroom-based research. It provides more than classroom methodology by focusing on theoretical aspects of the reading/writing relationship and presenting the basic rationale underlying each set of strategies, which are organized into five groups--early literacy, writing for reading, reading for writing, content-area reading and writing, and oral language.

Nunan, D. (1989). *Understanding language classrooms: A guide for teacher-initiated action.* London: Prentice Hall International (UK).

The general aim of this book is to introduce teachers, teacher trainees, teacher trainers, and in-service coordinators to classroom observation and research, and delineates how teachers should go about planning, implementing, and reporting their own classroom investigations. The intention is to provide language professionals, who do not have specialist training in research methods, a serious introduction to classroom research in an accessible, yet non-trivial manner, and to give readers opportunities for developing knowledge and skills in conducting their own classroom-oriented research. The book is aimed specifically at the classroom teacher and teachers in preparation, and strives to provide readers with the knowledge and skills to work through the various steps involved in planning, conducting, evaluating, and reporting a research project, either collaboratively or individually.

Office of Bilingual Education and Minority Languages Affairs. (1989). *Colloquium to strengthen educational personnel training programs: Training educational personnel to work with language minority populations.* Washington, DC: Georgetown University Press.

This document contains the proceedings of a colloquium sponsored by OBEMLA to address the issue of how bilingual and ESL teacher training programs can be enhanced in the areas of coordination, institutionalization, and evaluation. Directors of Educational Personnel Training Projects, representatives of state education agencies, local education agencies, and members of the Title VII support services network were involved in the colloquium.

Office of Bilingual Education and Minority Languages Affairs. (1990, September). *Proceedings of the first research symposium on limited English proficient students' issues.* Washington, DC: U.S. Department of Education.

The 10 commissioned papers in this publication have made it possible for OBEMLA to share with researchers and practitioners information

that will contribute to continued discussion and refinement of theories regarding LEP students' education and language development. The research applications discussed in these papers have broad implications for educators working with LEP students. The topics presented at the first National Research Symposium on Limited English Proficient Student Issues are included in this publication, and range from demographics, issues of method and pedagogy, language teaching and learning, and early childhood, to assessment and LEP exceptional issues.

Ortiz, A. A., Wilkinson, C. Y., & Robertson-Courtney, P. (1990, September). *AIM for the BESt: Assessment and intervention model for the bilingual exceptional student.* Arlington, VA: Development Associates.

This handbook provides information about the Innovative Approaches Research Project's comprehensive service-delivery program for exceptional language minority children, implemented in a school district in the southwestern part of the U.S. Teachers may look to the handbook for explicit advice on implementing the model, and may use it to assess appropriateness of the intervention for their schools. The handbook, therefore, provides many details about effective strategies and required resources for replicating the model. It also gives clear examples of the instructional strategies used on a day-to-day basis to make classroom teaching effective. Margin notes are included to help guide readers through the material, to orient readers through the text, and to provide a narrative thread for readers who are perusing this material for the first time. A videocassette accompanies the handbook.

Oshima, A., & Hogue, A. (1991). *Writing academic English* (2nd ed.). Menlo Park, CA: Addison-Wesley.

There are 15 chapters in this book, divided into four parts: "Writing a Paragraph," "Writing an Essay," "Using Outside References," and "Sentence Structure." In addition, there are four appendices, a chart of transition signals, and a summary of verb forms. The major objective of this book is to guide the ESL student through the writing process one step at a time. Each of the steps is further broken down into simple directions. The teacher can use this book in one 15-week semester, or it can be used individually as is suggested in the book.

Parnwell, E. (1988). *The new Oxford picture dictionary.* New York: Oxford University Press.

The *New Oxford Picture Dictionary* contextually illustrates over 2,400 words. The first illustrations include the vocabulary most immediately necessary and accessible to learners of English, such as family relationships and food. Later entries include occupational words, verbs, prepositions, and vocabulary which might be necessary for content area school work. A workbook with accompanying exercises is also available. Editions available include monolingual English, English/Spanish, English/Korean, and English/Japanese.

Peregory, S. F., & Boyle, O. F. (1993). *Reading, writing, & learning in ESL: A resource book for K-8 teachers.* White Plains, NY: Longman.

Peregory and Boyle present a comprehensive description of effective instruction in how to teach ESL students. This book describes characteristics of second language learners and provides a detailed discussion on how to modify instruction, introduce literature study, and begin thematic units. In addition, it also addresses everyday concerns of teachers.

Pérez, B., & Torres-Guzmán, M. (1992). *Learning in two worlds: An integrated Spanish/English biliteracy approach.* New York: Longman.

In this handbook, the authors provide a guide for integrating current perspectives on biliteracy and language acquisition into a Spanish/ English bilingual education program, with particular emphasis on the needs of Spanish-speaking students. The authors discuss the importance of validating and valuing both the student's home culture and language which can be utilized in acquiring biliteracy, and also discuss childhood language development and the various social and linguistic contexts which affect student learning. Classroom activities through thematic units for early development of reading, writing, and language proficiency are described in subsequent chapters.

Perrone, V. (1991). *Expanding student assessment.* Alexandria, VA: Association for Supervision and Curriculum Development.

This book is dedicated to furthering constructive discussion about assessment and to providing concrete directions for change. The chapters of this book outline many of the difficulties surrounding current standardized testing. Through a mix of theory and practice, ideas are presented for enriching assessment activities. Throughout this volume, there is a strong focus on teachers and classroom practice.

Peyton, J. K., & Reed, L. (1990). *Dialogue journal writing with nonnative English speakers: A handbook for teachers.* Alexandria, VA: Teachers of English to Speakers of Other Languages.

Dialogue journals are a versatile tool that can be used in any classroom, with students of any age. In this handbook, the authors focus on nonnative English speaking students, at elementary through high school levels, but most of the points covered are applicable to other populations as well--adult students learning English as a second language or dialect, students learning a foreign language, or native English-speaking students writing in English. The discussion and examples should give ample information to any teacher desiring to use dialogue journals in their classrooms.

Peyton, J. K., & Seyoum, M. (1988). *The effect of teacher strategies on students' interactive writing: The case of dialogue journals.* Los Angeles: Center for Language Education and Research, University of California at Los Angeles.

The primary goal of dialogue journal writing is to achieve effective communication in writing between the teacher and the student. This study examined the interaction strategies of one teacher and 12 LEP students enrolled in sixth grade, and the effect of these strategies on the length and complexity of the students' writing. The results indicated that, in journals, teachers respond to topics introduced by the students by contributing to the dialogue, rather than questioning the student. The researchers found that the student writes more than the minimum required as a result of the collaboration between the teacher and the student during the dialogue.

Plaister, T. (1993). *ESOL case studies. The real worlds of L2 teaching & administration.* Englewood Cliffs, NJ: Regents/Prentice Hall.

This collection of case studies in ESOL consists of problems and situations that the author has experienced, or were shared with him by colleagues in the field of second language teaching. The case studies have been grouped into two broad categories--*Curricular and Pedagogical Concerns* and *Administrative and Personnel Concerns*, then further grouped by skill area, related types of problems, and so forth. Most of these case studies have been used at the University of Hawaii in its English Teaching Practicum, a course required of all M.A. candidates in ESL who have not had supervised practice teaching during their academic careers. The case studies in this book provide teacher-trainees with a broader view of the world of ESOL, and inform

them of situations which the teachers-in-training may encounter in their professional lives, especially if they find themselves teaching in overseas posts.

Quality Education for Minorities Project. (1990, January). *Education that works: An action plan for the education of minorities.* Cambridge, MA: Massachusetts Institute of Technology.

This plan is based on the advice and experience of hundreds of minority and nonminority educators, policymakers, researchers, community leaders, parents, and students who participated in meetings held around the nation and led by the Quality Education for Minorities Project. In reference to minority group students, at least 10 critical points emerged from their testimony: (1) many of these students achieve at the highest levels, (2) quality education can be derived from restructuring the schools, (3) alternative educational strategies enhance educational options, (4) all levels and systems of education need to be addressed, (5) learning takes place *in* and *out* of the classroom, (6) external conditions affect learning, (7) all members of the community must share the responsibility for changing the system, working with nonminority policymakers and educators, (8) a home/school partnership in the educational process must be established, (9) equitable school financing and allocation of resources are critical to achieving educational excellence, and (10) schools are responsible for educating their students.

Quality Education for Minorities Project. (1990, January). *Education that works: An action plan for the education of minorities. Report summary.* Cambridge, MA: Massachusetts Institute of Technology.

This plan is written having taken into account the needs and circumstances of Alaska Natives, American Indians, Black Americans, Mexican Americans, and Puerto Ricans. It is comprehensive, focuses on issues throughout the life cycle, and acknowledges the importance of bonds between educational levels. The Plan establishes the groundwork for a means to act, as members of minority communities and as members of the nation as a whole. The Action Plan is drawn forward by an ambitious set of goals, designed to point our youth and the nation in the direction of an open and exciting future, and is based on the premise that *every child has a right to a quality education.*

Reid, J. M. (1993). *Teaching ESL writing.* Englewood Cliffs, NJ: Regents/Prentice Hall.

The intent of the book, written for inexperienced teachers of ESL writing, is to provide essential background information, practices, and activities for this group of teachers, and to integrate those areas into a coherent whole. A variety of information and perspectives, historical and current, are reviewed, and the readers are asked to take the information and formulate their own philosophies of and approaches to teaching ESL writing. The book focuses on: (a) the student learning ESL or EFL in his/her own country with plans to study in a U.S. post-secondary institution, (b) the international student enrolled in an English for Academic Purposes writing class in preparation for college or university work, or (c) the ESL student who is enrolled in a college or university undergraduate writing course in a U.S. post-secondary school.

Rhoades, J., & McCabe, M. E. (1992). *The cooperative classroom: Social and academic activities.* Bloomington, IN: National Educational Service.

The text within this book includes activities for learners of all age and grade levels using the authors' "simple cooperation" cooperative learning model, where the development of thinking skills permeates all activities and is an essential part of this model. Each activity includes information regarding grade level appropriateness, suggestions for group size, participants' roles, time allocations, necessary materials, purpose, teacher preparation notes, delineation of steps, and variations.

Rice, A. (1990). *Countdown! Taking off into content reading.* New York: Maxwell Macmillan International.

The aim of this text is to provide meaningful and interesting reading content which is on an appropriate level for low-beginning students learning ESL. Each of the 10 units contains two or three readings on one topic. The design of the chapters is as follows: pre-reading activities, introduction of new vocabulary through pictures, reading selections, a new words list, reading skills exercises, vocabulary exercises, and conversation activities.

Richard-Amato, P. (1988). *Making it happen: Interaction in the second language classroom.* New York: Longman.

Quoting the author, this book is an attempt to "bridge the gap between theory and practice." It is divided into five major topic sections. Part I presents a theoretical orientation to the methods discussed in the remaining chapters. Part II discusses several methods and activities, including Total Physical Response, the Natural Approach, jazz chants,

and storytelling. Issues in the development and implementation of programs, such as text selection and teaching through the content areas, are presented in Part III. Part IV examines several language programs. The final chapter offers related readings on second language acquisition and teaching.

Richard-Amato, P., & Snow, M. (1992). *The multicultural classroom: Readings for content-area teachers.* New York: Longman.

This text, divided into four parts, is a sourcebook for teachers in multicultural classrooms. Part I establishes the theoretical foundations for teaching in multicultural environments. The cultural considerations necessary for a fuller understanding of the students and their needs are presented in Part II. Part III refers to the classroom in terms of instructional practices and materials. Finally, Part IV presents chapters dedicated to specific content areas. The reader will encounter chapter titles such as "The Cognitive Academic Language Learning Approach: A Bridge to the Mainstream," "Sociocultural Factors in Teaching Language Minority Students," "Strategies for Content-Area Teachers," "Coaching the Developing Second Language Writer," "Integrating Mathematics and Language Learning," and "Serving Language Minority Students in Business Education."

Richards, J. C., & Nunan, D. (1990). *Second language teacher education.* New York: Cambridge University Press.

This book is an examination of major issues and practices in second language teacher education. It is designed as a state-of-the-art account of current approaches to second language teacher education, as well as a sourcebook for those designing programs and activities in classroom observation, supervision, teacher self-evaluation, teaching practice, and related components of either preservice or inservice teacher education programs.

Rigg, P., & Allen, V. G. (Eds.). (1989). *When they don't all speak English: Integrating the ESL student into the regular classroom.* Urbana, IL: National Council of Teachers of English.

This book was written to help teachers adapt the curriculum and select the appropriate materials and techniques to integrate the ESL learner into the mainstream class. Elementary and secondary teachers can learn to incorporate English into content areas, and in this manner teach English and fulfill curriculum objectives. Several high quality

programs that have helped immigrant students are presented in addition to a brief bibliography.

Rosenthal, M. S., & Freeman, D. B. (1990). Longman photo dictionary: Edición bilingüe en español. New York: Longman.

A photographic view of the life in and the language of North America is presented in this bilingual dictionary. More than 2,000 words are included within a contextual and categorical framework and are accompanied by color photographs which depict the modern American culture.

Rothlein, L., & Christman, T. (1989). *Read it again! A guide for teaching reading through literature.* Glenview, IL: Scott, Foresman.

Through this book the authors hope to encourage young readers (K-2) to carry their reading habit into adult life. Other objectives are for students to develop effective ways of talking and writing about varied forms of literature through their focus on 15 children's books. Each book is presented to the children with an introduction, key vocabulary words, and discussion questions about the book. Through the use of individual and group activities, the authors motivate and encourage the children.

Scarcella, R. (1990). *Teaching language minority students in the multicultural classroom.* Englewood Cliffs, NJ: Prentice-Hall.

Designed for educators of all grade levels, this book discusses specific issues which affect language minority students' progress in school. Providing students with comprehensible lessons, encouraging effective interaction, appreciating diverse learning styles, assessing fairly, maximizing minority parent participation in school, and incorporating language minority students' experiences into the curriculum are among the issues presented. In the chapter entitled "Appreciating Cultural Diversity in the United States," Scarcella provides capsule discussions of the cultural values of Middle Americans, Chinese, Filipinos, Koreans, Southeast Asians, Vietnamese, Cambodians, Hmong, Mexicans, and Puerto Ricans.

Schimpff, J. (1988). *The new Oxford picture dictionary: Intermediate workbook.* New York: Oxford University Press.

This workbook was specifically designed to accompany the *New Oxford Picture Dictionary* series. Exercises are provided at the low-

intermediate, intermediate, and high-intermediate levels of language proficiency. The exercises follow the same order as the vocabulary presentations in the dictionaries.

Seely, M. (1989). *Handbook for citizenship.* Hayward, CA: Alemany Press.

This is a basic guide for people studying for the U.S. naturalization examination. Brief readings on various aspects of U.S. History and Government at the federal, state, and local levels are provided. Study questions follow each passage. A separate audio tape is available to enable students to practice orally.

Segal, B. (1988). *Increasing the success of your ESL students through cooperative learning and sheltered English.* Paso Robles, CA: Bureau of Education & Research.

This resource book consists of activities and materials from various ESL professionals. Topics discussed include Second Language Acquisition, Cooperative Learning, Content Area Instruction/Sheltered English Teaching, Reading and Vocabulary, Writing and the Writing Process, and Evaluation. It contains many practical applications of strategies for adapting instruction to meet the needs of LEP students.

Sharan, S., & Shachar, H. (1988). *Language and learning in the cooperative classroom.* New York: Springer-Verlag.

This volume presents the findings of a study regarding the effects of cooperative learning. The Group-Investigation method was used in five eighth-grade classrooms and the traditional Whole-Class method was used in four eighth-grade classrooms at the same junior high school. Two-thirds of the student population were from Jewish families who had moved from Western countries to Israel, and one-third of the students were from countries of the Middle-East. The data obtained from the discussions were found to relate significantly to the pupils' academic achievement, i.e., pupils' cooperation during small group study predicts a significant degree of their performance on written tests of academic achievement. The findings indicate that the benefits of implementing the Group-Investigation model far outweigh the implementation of the traditional Whole-Class method.

Shoemaker, C., & Shoemaker, F. (1991). *Interactive techniques for the ESL classroom.* New York: Newbury House.

This book provides 85 communicative activities to be used in ESL classrooms. The activities are grouped by type: warm-ups and mixers, puzzles, competitive games, critical incidents, role plays, and simulations. They can be used in all skill areas to provide enrichment, reinforcement, and review of language learning. The appendices are cross-referenced to the exercises by level of language used, parts of speech emphasized, tenses, moods, and sentence forms featured, vocabulary used, and content stressed.

Sion, C. (1991). *More recipes for tired teachers.* Menlo Park, CA: Addison-Wesley.

This book, a follow-up to *Recipes for Tired Teachers*, contains 57 activities that are practical for the ESOL/TEFL teachers. Each activity lists the level, time, materials, language function(s), and suggestions for pre-lesson activities. The ideas, contributed by teachers, range from games to grammar lessons, and from conversation activities on the subject of sin to exploration activities about the sense of smell. The activities are divided into six units: Attention and Awareness, A Visual Bias, Auditory Activities, Working with Words, Reading and Writing, and Games and Simulations. The appendices provide activities for teachers and trainers to improve their classroom performance.

Slavin, R. B. (1990). *Cooperative learning: Theory, research, and practice.* Needham Heights, MA: Allyn and Bacon.

This book presents theory, research, and practical guides for cooperative learning and is designed for use in undergraduate and graduate education courses. It focuses on the ideas underlying the various approaches to cooperative learning, presents current reviews of research on practical applications of cooperative learning in elementary and secondary classrooms, and provides detailed guides to some of the most widely used and extensively researched methods.

Smith, F. (1988). *Understanding reading* (4th ed.). Hillsdale, NJ: Lawrence Erlbaum Associates.

This book is designed to serve as a handbook for language arts teachers, a college text for a basic course on the psychology of reading, a guide to relevant research literature on reading, and an introduction to reading as an aspect of thinking and learning. The reader will encounter such topics as comprehension, knowledge, language, vision, and memory, as well as a detailed analysis of reading. The main instructional implication of the analysis of this book is that children learn to read by

reading and by being read to. The role of the teacher should be to *help* children read rather than *teach* reading.

Southwest Educational Development Laboratory (SEDL). (1989). *Classroom Strategies.* Austin, TX: Author.

Classroom Strategies, produced through SEDL's Follow Through Program project, was designed to help elementary school teachers organize their classrooms and instructional activities in ways that facilitate learning for every student, including LEP students. It can also be useful to curriculum supervisors and staff development specialists. The text provides a valuable guide for teachers who want to improve their instructional strategies, assessment techniques, realization of school instructional goals, and classroom management techniques. Six units within the handbook address the following: Improving Instruction, Improving Large Group Instruction, Organizing Small Group Instruction, Tutoring Individual Pupils, Instituting Self-Directed Instruction, and Improving Reading Instruction.

Stewig, J. W. (1990). *Read to write: Using children's literature as a springboard for teaching writing* (3rd ed.). Katonah, NY: Richard C. Owen.

Read to Write is a writing curriculum designed to help students think consciously about the nature of the writing process in order to improve their writing skills. This program focuses on developing children's skills in writing different types of fiction and poetry by building students' understanding and appreciation of good literature. The three-part process allows for the teacher to present a rich variety of literature to students, allows for the teacher to guide students to interact with the literature, and allows children to create their own stories and poems based on these guided experiences with literature. Very specific guidelines in implementing this method of instruction with any literature selection is provided within the book.

Stone, J. M. (1989). *Cooperative learning and language arts: A multi-structural approach.* San Juan Capistrano, CA: Resources for Teachers.

The lessons in this book are based on the structural approach to Cooperative Learning. All lessons are integrated, incorporate all of the communication skills, are literature-based or can be related to literature, explore real-life issues, teach language skills within the meaningful context of the lesson, and feature the writing process. This guidebook facilitates access to many of the features that are the basis of an effective English-Language Arts program.

Strang, E. W., & Carlson, E. (1991). *Providing Chapter 1 services to limited English-proficient students: Final report.* Rockville, MD: Westat.

The purpose of this study was to describe local procedures for implementing the selection requirements of LEP students for this program, and to describe the types of services provided to LEP students through Chapter 1.

Strasshofer, C. (1990a). *Language works series: Developing language.* Cleveland, OH: Modern Curriculum Press.

The program consists of 105 titles divided into six sections: Developing Language, Folktales, Stories and Rhymes (A and B), and Exploring Our World (A and B). The goals of this integrated language arts program are to promote language development through shared writing, read-aloud sessions, and read-along sessions; to create an understanding of the story and foster reading-writing connections; to improve children's writing skills; and to provide an opportunity for primary grade children to acquire and apply integrated language arts skills. The program extends literature-based concepts into content-area instruction through classroom and individual activities. Students are given the opportunity to apply what they have learned to real-life situations. The components include student book, big/lap books, a wall mural/frieze, a poetry poster, a literature anthology, activity cards, and a teacher's reference book.

Strasshofer, C. (1990b). *Language works series: Developing Spanish language.* Cleveland, OH: Modern Curriculum Press.

Language Works is a language arts program that integrates all of the communication skills for primary children. The program extends literature-based concepts into content-area instruction through classroom and individual activities. The program allows for the students to apply the newly learned information to real-life situations. The program goals are to promote language development through shared writing, read-aloud sessions and read-along sessions, to create an understanding of the story and foster reading-writing connections, to hone children's writing skills, and to provide an opportunity for primary grade children to acquire and apply integrated language arts skills in Spanish. The program components include a student book, big/lap books, a wall mural/frieze, a poetry poster, a literature anthology, activity cards, and a teacher's reference book.

Straub, R. O. (1990). *Seasons of life study guide.* New York, NY: Worth Publishers.

Seasons of Life is an introductory telecourse in life-span development--an exploration of one's biological, social, and psychological changes that occur from the beginning of life to its end. This *study guide*, which is to be used in conjunction with five one-hour television programs, is designed to help individuals accomplish the goals of the telecourse and to evaluate their understanding of the telecourse material. The lessons specifically regarding individuals' cognitive development relate to language and learning.

Texas Education Agency. (1990). *Final program evaluation report: Bilingual/ESL education. Success stories: A case study of bilingual/ESL education.* Austin, TX: Author.

This report is based on the third phase of a three-year evaluation study of bilingual and ESL programs. It focuses on the documentation and description of effective practices and processes within selected bilingual education and ESL programs in Texas.

Tinajero, J. V., & Ada, A. F. (Eds.). (1993). *The power of two languages: Literacy and biliteracy for Spanish-speaking students.* New York: Macmillan/McGraw-Hill.

The book serves as a valuable resource in helping bilingual teachers build more meaningful learning experiences for their Spanish-speaking students. The defining theme of the readings--literacy and biliteracy for Spanish-speaking children--establishes the framework for the volume and integrates various papers. The entries are organized into four major sections: transformative pedagogy, developing literacy, creating a culture of reading, and instructional strategies for the development of biliteracy. This book will help teachers develop a broader foundation regarding the advantages of native language instruction in promoting full Spanish/English bilingualism and biliteracy. It serves as a useful reference for those who want to become better informed about bilingual education, its theory, and practice.

Tom, A., & McKay, H. (1989). *Writing warm ups: 70 activities for prewriting.* Hayward, CA: Alemany Press.

Writing Warm Ups is a resource book of 70 prewriting activities for teachers of writing to students whose native language is not English. The activities are intended to be introduced *before* any extended writing is done in an effort to sensitize students to the decisions they must make while writing, and to familiarize them with the options available

to them in writing. The activities require students to combine several language skills while exploring the concepts that underlie writing.

U.S. Department of Education, & National Dissemination Study Group. (1991). *Educational programs that work: A collection of proven exemplary educational programs and practices* (17th ed.). Longmont, CO: Sopris West.

Educational Programs That Work lists programs in the National Diffusion Network (NDN) system which have been installed in and continue to be implemented successfully by schools of every type--rural, urban, and suburban. These programs serve *every* kind of student. The NDN programs have been subjected to a rigorous process of evaluation and have been proven effective. They must satisfactorily demonstrate important and replicable results. The NDN programs offer a unique benefit--many have been created by practicing educators to serve the needs of their own students. There is strong evidence regarding the effectiveness of these programs, and an accurate sense of the real-life conditions under which these projects operate in classrooms is demonstrated. The NDN staff provides training and follow-up technical assistance to the schools implementing the programs.

U.S. Department of Education, & National Dissemination Study Group. (1992). *Educational programs that work: A collection of proven exemplary educational programs and practices* (18th ed.). Longmont, CO: Sopris West.

Educational Programs that Work is an overview of all educational programs approved for national dissemination by the Department of Education. It provides basic information on exemplary products and practices to those who wish to improve their educational programs and services. The programs presented in this issue fall into three categories: active projects, projects with limited activity, and projects with services no longer available.

Warren, B., & Rosebery, A. (1990). *Cheche Konnen: Collaborative scientific inquiry in language minority classrooms.* Arlington, VA: Development Associates.

"Cheche Konnen" is a Haitian Creole term meaning "the search for knowledge." This handbook details the Cheche Konnen model for improving science education for language minority students. The model teaches students to think like scientists by involving them in scientific investigations based on their own interests in which they hypothesize, collaboratively plan and implement research, collect, analyze and interpret data, and draw conclusions. Students improve not only math

and science skills, but also language and social skills through purposeful interaction and collaboration. The handbook includes information on implementation of the model and sample experiments.

Weaver, C. (1988). *Reading process and practice from socio-psycholinguistics to whole language.* Portsmouth, NH: Heinemann.

The purpose of this book is to help preservice and practicing teachers better understand the process of reading and better grasp some of the implications for teaching. The book is intended particularly for those with little or no prior study in the nature of the reading process. The basic thesis of this book is that reading is an active process by which we predict, sample, and confirm or correct our hypotheses about the written text. Readers of this text will find that the teaching of phonics, the use of context in reading, whole language, and research on the effectiveness of differing approaches to beginning reading are topics that occur and reoccur throughout the text.

Wigfield, J. (1988). *First steps in reading and writing: A literacy skills workbook* (2nd ed.). New York: Newbury House.

First Steps in Reading and Writing is intended for students who are non-literate in their first language, as well as for students whose first language uses a non-Roman alphabet. Emphasis is on learning the English written representation of simple objects which the students can identify. Each lesson begins with a very simple partial drawing. The students add something from their personal experience to the drawing, and then label the elements of the drawing, thus making the drawing very personal. In this way the students move from basic to more advanced forms of writing. They will also have opportunities to learn how to fill in a variety of forms.

Williams, C. (1989). *Action sequence stories program.* Menlo Park, CA: Williams & Williams.

The *Action Sequence Stories Program* features authentic communicative activities. It combines Total Physical Response and the Natural Approach to provide practice with real-life language situations. The basic program is divided into two kits--Act I and Act II. Within each kit are 50 common activities broken down into a series of six steps. In addition to 50 TPR cards, each kit contains 300 full-color Action-Verb pictures, 50 teacher index cards, a teacher's manual, and reproducible reading/writing worksheets. A variety of auxiliary materials are available within this program, including thematic lesson plans and

activities, audio tapes, reproducible reading and writing activities, and sentence strips for use with the Action Sequence Series stories. Appropriate for use with all ages, this program may be used as an ESL, special education, bilingual, reading, or adult literacy class. Kits are also available in Spanish, German, French, Italian, and Chinese.

Williams, C. O., & Cary, S. (1988). *Action audio tapes I: Acquire English through commands, songs and chants.* Menlo Park, CA: Williams & Williams.

The series is divided into 12 audio tapes (containing 50 stories, two to three per side), a teacher's manual, and two visuals of each of the six characters. The stories, songs, and chants are expansions of a theme. Everyday phrases and vocabulary are presented for each story to aid the student. The rhythm of the songs is similar to those of nursery rhymes and folk melodies. The procedures for introduction of the stories are simple: (1) the teacher introduces the story by playing the tape and responding to the commands, (2) the teacher repeats the tape and encourages some of the students to participate, and (3) the students play the story for themselves or a small group as a reinforcement activity.

Williams, C., & Singh, K. (1989). *Action sequence stories program.* Menlo Park, CA: Williams & Williams.

The program consists of a teacher's thematic program manual, 50 total physical response cards, 300 action-verb pictures, 50 teacher index cards, and visuals for each of the 50 action sequence stories. The program is designed as an acquisition-based program and features real life communicative activities. Resource books and reproducible masters are included for each of the lessons. It is appropriate for all ages and can be used in an ESL, special education, bilingual, reading, or adult literacy class.

Williams, J. D., & Snipper, G. C. (1990). *Literacy and bilingualism.* White Plains, NY: Longman.

Literacy and Bilingualism synthesizes a wide range of current theory and research in bilingual education, and presents practical, concrete, research-based strategies and methods for helping students in bilingual classrooms develop literacy skills. The authors view students' language backgrounds as assets upon which to build for students' academic futures. The text features an analysis of the cognitive factors related to literacy and bilingualism, as well as an examination of what constitutes literacy. Strategies are provided for teaching language in context,

including reading and writing, and for using peer tutors and paraprofessionals in the bilingual classroom.

Wiseman, D. (1989). *Good books, big books, reading & writing. An inservice guide and videotape for training teachers.* Huntsville, TX: Education Service Center, Region VI.

This staff development guide and videotape were developed after a two-year involvement with the Milam Excellence Project (MEP) in Bryan, Texas, and was developed for individuals responsible for staff development of kindergarten, first, and second grade teachers. The overall goal of staff development in language arts was to expand the use of literature-based approaches used in reading and writing. The staff development procedures and classroom activities presented in this manual represent adaptations of the successful instruction emerging from the MEP. The manual is divided into five parts: Introduction, Inservice Sessions, Strategies, Overhead Masters, and Handout Masters. An Appendix is also included to support the inservice presentation. The use of the videotape encourages participant involvement.

Zevin, P. (1988). *The new Oxford picture dictionary: Beginner's workbook.* New York: Oxford University Press.

This workbook was designed specifically to accompany the *New Oxford Picture Dictionary* series. Beginning level exercises are presented in the same order as the vocabulary in the dictionaries.

ARTICLES AND MONOGRAPHS

Ada, A. F. (1988, May/June). The Pajaro Valley experience: A literature project for children and parents. *Rethinking Schools, 16.*

Under the auspices of the Bilingual Program of the Pajaro Valley School District in California, a discussion-oriented project on children's literature designed for parents was developed. The participatory group met once a month to listen to stories read in Spanish. After they were divided into small groups, they discussed the particular books, utilizing the creative-reading methodology. Each of the sessions were videotaped. As a result of their participation, the parents' self-esteem and confidence grew, and they developed a positive attitude toward their culture, reading, and writing. They expressed appreciation and gratitude for having been asked to participate in this program. The parents credit this program for strengthening their relationship with their children, and noticed their children's pride in themselves and in the family unit.

American Association of School Administrators. (1992). *The nongraded primary: Making schools fit children.* Arlington, VA: Author.

This booklet provides an in-depth picture of the nongraded primary school. Descriptions detail every aspect of the program, including the physical, as well as the philosophical, perspectives. Characteristics of the nongraded primary are compared to misconceptions that are often relayed or received when there is misinformation or lack of information. The roles of teachers, parents, principals, central office staff, superintendents, and local school boards of education are discussed.

Baratz-Snowden, J., Rock, D., Pollack, J., & Wilder, G. (1988, May). *The educational progress of language minority children: Findings from the NAEP 1983-86 special study.* Princeton, NJ: Educational Testing Service, National Assessment of Educational Progress.

The purpose of this study is to: (1) investigate differences in both tested and self-reported school achievement of various ethnic groups at three grade levels and to (2) explore whether those differences in achievement can be at least partially explained by differences in: (a) demographic characteristics, (b) home educational support systems, (c) language use and competence in both English and students' non-English language, (d) attitudes toward schooling, and (e) school behaviors.

Bennett, W. J. (1988). *The condition of bilingual education in the nation: 1988: A report to Congress and the President.* Washington, DC: U.S. Department of Education.

This report comprises six chapters that describe: (1) the national assessment of the needs of LEP students, (2) the need for teachers and other educational personnel, (3) state and local efforts in the instruction of LEP students, (4) activities supported and administered by OBEMLA, (5) other Federal assistance programs which serve LEP students, and (6) future directions for Title VII programs.

Bergman, J. L., & Schuder, T. (1992, December - 1993, January). Teaching at-risk students to read strategically. *Educational Leadership*, 19-23.

This article highlights a program that helps at-risk students experience success in learning to read. "Students Achieving Independent Learning" is a program that helps students gain the necessary attitudes, habits, and tools to be able to learn to read. One of the main strategies used is the "whole reading" process. Students are guided through stages of the traditional reading process: (1) getting ready to read, (2) before reading, (3) while reading, and (4) after reading. Students are taught that "constructing meaning is the core activity of reading."

Berman, P., Chambers, J., Gandara, P., McLaughlin, B., Minicucci, C., Nelson, B., Olsen, L., & Parrish, T. (1992, February). *Meeting the challenge of language diversity: An evaluation of programs for pupils with limited English proficiency. Volume I, Executive summary.* Berkeley, CA: BW Associates.

A summary of findings from a study supported by the California legislature on programs for LEP students. This study produced six major conclusions which are discussed in detail and which focus on the complexities of educating LEP students. Eight recommendations, recognizing the growing challenge of California's linguistically and culturally diverse population with regard to providing the necessary services to LEP students, were addressed, including appropriate staff development, authentic and alternative assessment, and funding.

Bermudez, A., & Prater, D. (1988). *Developing writing skills for the exceptional LEP and at-risk students: Differentiating developmental from learning problems.* Gainesville, FL: University of Florida, Project Infusion.

This publication provides a model for helping exceptional LEP students develop writing skills. The Process-Oriented Writing for Exceptional/

LEP Readers model combines elements of whole language, writing across the curriculum, cooperative learning, and cognitive mapping. Its design teaches writing as a process and teaches students how to use metacognitive strategies. Cooperative Learning strategies are recommended because they develop students' interpersonal skills, as well as their writing skills.

Bermudez, A. B., & Prater, D. L. (1990). Evaluating the effectiveness of writing on the comprehension and retention of content reading in bilingual students. In L. M. Malavé (Ed.), *NABE Annual Conference Journal: 1988-1989* (pp. 151-158). Washington, DC: National Association for Bilingual Education.

The authors describe a series of studies designed to investigate the effects of integrating writing, reading, and thinking activities.

Bintz, W. P. (1991, Summer). Staying connected: Exploring new functions for assessment. *Contemporary Education*, *62*(4).

The author explores alternative functions of assessment as a tool to be used by teachers and students for "staying connected" and for forming collaborative relationships. Discussions address assessment and the alternative functions it can serve, as opposed to assessment and alternative forms. Beliefs and assumptions regarding assessment and assessment as epistemology are also explored.

Blossom, K. (Ed.). (1992, Summer). How teachers evaluate literature learning. *Literature Update.*

Teachers in this study were found to evaluate children's literacy learning based on knowledge of literacy development and the nature of instruction supported by their respective schools. In schools that supported literature-based instruction, teachers used evaluation techniques that included student observations, student interviews and class discussions, running records, and dialogue journals. Teachers from schools where basal reading was enforced evaluated their students using some of the following methods: observation of student behaviors and comments, assignments, workbooks, and testing.

Bowman, B. T. (1989, October). Educating language-minority children: Challenges and opportunities. *Phi Delta Kappan*, 118-120.

Ms. Bowman identifies a few developmental principles that can provide a conceptual framework for teachers facing the challenge of teaching children from different cultural communities.

Brown, H. D. (1991, Summer). TESOL at twenty-five: What are the issues? *TESOL Quarterly, 25*(2), 245-257.

In this article, Brown reflects on the past 25 years of research and practice in the teaching of ESL or EFL. From this base, he examines the who, what, where, when, why, and how of current ESL instruction. He believes that ESL professionals must ask themselves, "Who exactly are we teaching?" and "Why do these students want to learn English?" He also considers the question "Where is English (as a second or foreign language) instruction taking place and what effect does the location have on instruction?" Finally he asks ESL professionals to look at *what* they are teaching (grammatical structures or content and process), as well as *how* they are teaching it.

Bruck, M., & Treiman, R. (1992). Learning to pronounce words: The limitations of analogies. *Reading Research Quarterly, 27*(4), 375-388.

The authors identify at least three ways in which children might recognize new words. First, children might use contextual clues to guess the new word. Second, they might use grapheme-phoneme rules to generate its pronunciation. However, the focus of the study described in this article revolves around the third process which involves students' inferring the pronunciation of a new word by utilizing the pronunciation of a known word that has a similar spelling pattern. The authors identify this as the *analogy strategy*.

Burkehimer, G. J., Jr., Conger, A. J., Dunteman, G. H., Elliott, B. G., & Mowbray, K. A. (1989, December). *Effectiveness of services for language minority limited English-proficient students: Executive summary* (RTI/4330/09-01F). Research Triangle Park, NC: Research Triangle Institute.

This summary presents results of the data analyses of the longitudinal phase of the "National Longitudinal Study of the Effectiveness of Services for Language-Minority Limited-English-Proficient Students," conducted during academic years 1984-85 through 1986-87. The findings and conclusions of this report strongly suggest that assignment to and exit from specific services are in many cases somewhat arbitrary and that certain instructional practices may be counterproductive (or less productive) than others might have been for some students.

Calderon, M. (1989, September). Cooperative learning for LEP students. *Intercultural Development Research Association Newsletter, XVI*(9), 1-7.

Based on her research, the author introduces this article with a list of many of the observed benefits of Cooperative Learning for LEP students. She insists that it is also important for the classroom practitioner to understand that Cooperative Learning is a way of thinking and interacting, that the teacher's role changes from keeper of knowledge to director of student learning, and that it is *not just* playing games, or putting students into groups, nor is it a set series of strategies or techniques. Calderon provides seven procedures for effective implementation of Cooperative Learning which focus on preparing students (who may be unfamiliar with the idea of learning cooperatively), and preparing teachers for their new roles as facilitators and directors.

California Department of Education, Bilingual Education Office. (1990). *Bilingual education handbook: Designing instruction for LEP students.* Sacramento, CA: Author.

This handbook is meant to be used by teachers, school administrators, parents of LEP children, and other interested parties. The topic of interest in this handbook is how to deliver the *whole* curriculum to a special group of students, those who arrive at school speaking a language other than English. The importance of adjusting the teaching of the core curriculum to account for cultural differences is one of the themes of this handbook. A second theme concerns how modern research in language acquisition and cognitive development bears on the design of a bilingual program to help LEP students become fluent in English and strive toward academic parity. The principal thrust of this handbook is to underscore the *content-based* nature of exemplary bilingual education, regardless of the language used to communicate it. In large part, this handbook identifies the main ideas and learning objectives from the various academic disciplines as the standard to which model bilingual programs should also aspire.

Canales, J. (1989, Spring). Assessment of language proficiency: Informing policy and practice. *SEDLFocus.*

This paper seeks: (1) to establish a common conceptual framework for language proficiency assessment by addressing five fundamental questions about the process, (2) to describe an "integrative approach" for conducting language assessment and its role in the educational process, and (3) to discuss the implications of suggested guidelines for making informed decisions about policy and practice for state-level policy makers, for decision makers in state education agencies, and for administrators and practitioners in local education agencies.

Careaga, R. (1988). *Keeping limited English proficient students in school: Strategies for dropout prevention.* Washington, DC: National Clearinghouse for Bilingual Education.

> The primary goal of this NCBE Program Information Guide is to provide practitioners with strategies that motivate and help LEP students to continue their education at least through high school. Topics covered include remedial language and content area instruction, career awareness, self-development activities and guidelines, and parental involvement strategies.

Carrell, P. L., Pharis, B. G., & Liberto, J. C. (1989, December). Metacognitive strategy training for ESL reading. *TESOL Quarterly, 23*(4), 647-678.

> These studies investigated metacognitive awareness of reading strategies and the relationships among the perception of strategies, strategy use, and reading comprehension. The results show that metacognitive strategy training in semantic mapping and in the experience-text-relationship method are effective in enhancing second language reading.

Chandler, C. (1990, July). Using newspapers in the ESL literacy classroom. *ERIC Digest: National Clearinghouse on Literacy Education.*

> This brief publication offers practical ways to use the daily newspaper with students learning ESL. Easy to prepare activities are suggested for beginning, intermediate, and advanced students. Activities include allowing students to cut out and label pictures of things they like, separating pictures from their captions and having students match them, and writing letters to the editor.

Christian, D., & Mahrer, C. (1992, March). *Two-way bilingual programs in the United States.* Washington, DC: National Center for Research on Cultural Diversity and Second Language Learning, Center for Applied Linguistics.

> The information on two-way bilingual programs presented in this volume was gathered as part of a study entitled "Two-Way Bilingual Education: Students Learning through Two Languages" and conducted for the National Center for Research on Cultural Diversity and Second Language Learning. The directory of programs in this volume represents the first phase of the study of two-way bilingual education being undertaken. Reflected in the directory are those programs that became known to the authors and those that elected to contribute

information. The profiles of programs in this listing reflect the characteristics of two-way bilingual education as practiced in the U.S., both in their commonalities and their variability.

Cochran, C. (1989). *Strategies for involving LEP students in the all-English-medium classroom: A cooperative learning approach.* Washington, DC: National Clearinghouse for Bilingual Education.

This Program Information Guide offers strategies for including LEP students in the all-English classroom. The first section briefly discusses Krashen's Natural Approach and describes the development of second language proficiency. The guide suggests some Cooperative Learning strategies that can be employed to help LEP students in continuing the language acquisition process begun in an ESL or bilingual program. Finally, the guide presents several learning strategies and lesson activities that LEP students and native English speakers can use together.

Coelho, E. (1988). Creating jigsaw units for the ESL classroom. *TESL Talk, 18*(1), 69-81.

The Jigsaw technique, used in small group interaction, is a cooperative learning strategy where students are grouped heterogeneously by skill level, cultural background, primary language, sex, and other characteristics. Each member of the group is given a portion of an activity to research, solve or report on. This cooperative learning method encourages not only language development, but also social interaction skills and tolerance of other cultures and races. All students, regardless of skill level, are necessary to the successful completion of the task. This article is divided into two sections--a general outline of the Jigsaw technique, and a detailed, sequenced outline of the steps in creating Jigsaw units and using them with an ESL class.

Commins, N. L., & Miramontes, O. B. (1989, Winter). Perceived and actual linguistic competence: A descriptive study of four low-achieving Hispanic bilingual students. *American Educational Research Journal, 26*(4), 443-472.

The results of an ethnographic study that investigated the linguistic performance of bilingual students perceived to have limited language abilities in Spanish and English revealed that when theoretical constructs are used to limit the parameters of student's abilities, the skills students do possess are likely to be ignored.

Conklin, N. F., Hunt, C., & Walkush, L. (1990, July). *Language development: A base for educational policy planning.* Portland, OR: Northwest Regional Educational Laboratory.

Recent research in the field of child language development indicates that the strong, native first- and second-language learning capacity in children can be amplified and channeled by appropriate instruction. This paper is intended to suggest how this research can be used to inform policy that will enhance the capacities of English- and non-English-speaking children to develop strong language skills and help assure that at-risk children can succeed in school. The paper aims to be a synthesis of the research most applicable to policy planning. The paper first offers a brief overview of American policy on language in education and the issues and attitudes that have tended to cloud discussion of the merits of English-only and bilingual approaches. Two lengthier sections make up the body of the discussion--our knowledge of child first language development, and our knowledge of child language development in bilingual settings. Educational implications of each are offered. The paper concludes with identification of other educational policy issues that are profoundly influenced by policy on language.

Conklin, N. F., & Olson, T. A. (1988, November). *Toward more effective education for poor, minority students in rural areas: What the research suggests.* Portland, OR: Center for National Origin, Race, and Sex Equity, Northwest Regional Educational Laboratory.

This report summarizes recent research evidence regarding effective education of poor, minority students in rural areas. After a brief review of some significant barriers to high student performance, the bulk of the report reviews research findings about practice that can overcome these barriers and lead to high performance by poor, minority students. These research findings call for a new vision for effective education of the disadvantaged. The underlying theme of the report is that effective education of the disadvantaged is a major public, social, and economic issue--not just an educational one.

Cook-Gumperz, J., & Gumperz, J. (1990, December). *Changing views of language in education and the implications for literacy research: An interactional sociological perspective* (Occasional Paper No. 23). Berkeley, CA: University of California, Center for the Study of Writing.

The authors define the salient issues that deal with the ways in which language has entered into studies in education over the past decades, and then proceed to discuss the theories, methods, and findings in

relation to literacy. In their opinion, the study of literacy is the key to understanding the relationship of language between schooling as a process and the role of education as a major institution of social change in this century.

Cummins, J. (1989). *Empowering minority students.* Sacramento, CA: California Association for Bilingual Education.

The theoretical framework elaborated in the book attempts to distill the essential features of the programs for minority students and the characteristics of educators who have made these programs work. This book attempts to explore some of the ways in which the societal power structure has been, and is being, reflected in the educational system. Discussed within one section of this book is an intervention model for reversing the minority children's school failure. Concrete examples are given as to how these intervention strategies can be implemented.

Cummins, J. (1991, Spring). Four misconceptions about language proficiency in bilingual education. *NABE Journal, 5*(3), 31-45.

This paper identifies misconceptions about language proficiency which are currently impeding the implementation of effective bilingual education programs. Recognition of these misconceptions about language proficiency and bilingualism, which are shared by both some advocates and most opponents of bilingual education programs, are justified with reference to empirical data rather than "common-sense."

Cummins, J. (1992, Winter/Spring). Bilingual education and English immersion: The Ramirez report in theoretical perspective. *Bilingual Research Journal, 16*(1 & 2), 91-104.

The Ramirez Report has documented the educational validity of strongly promoting biliteracy as an effective means to overall educational achievement for language-minority students. This article challenges educators to create conditions for learning that expand, rather than constrict, students' possibilities for both identity formation and knowledge generation and that highlight, rather than conceal, the historical and current division of power and resources in the society.

Duke, D. L. (1992, December - 1993, January). How a staff development plan can rescue at-risk students. *Educational Leadership*, 28-33.

Describes the Student-Based Staff Development approach to assist teachers in becoming more effective with at-risk students. An "at-risk"

student is one who receives a grade of D or F at the end of the first grading period. Organizational factors, interpersonal relations, and attitudes were identified as problems that had to be addressed. Suggestions to increase chances for success include having the school district compile a directory of local expertise and incorporating cadre training.

Dyson, A. H. (1990, July). *Weaving possibilities: Rethinking metaphors for early literacy development.* Berkeley, CA: University of California, Center for the Study of Writing.

The author presents a closer view at the classroom experiences of two students in the opening four months of school in an effort to examine two metaphors--scaffolding and weaving--which are used to reflect on and guide literacy teaching and learning in the early years. In the author's opinion, scaffolding cannot capture the challenge of responding to the diversity of young children's intentions in literacy activities. Weaving, however, is one that may complicate but also enrich our ability to make sense of, and respond in sensible ways to, the often puzzling behavior of young children.

Dyson, A. H. (1991, September). *The case of the singing scientist: A performance perspective on the "stages" of school literacy* (Technical Report No. 53). Berkeley, CA: University of California, Center for the Study of Writing.

This article offers a case study of a young child who used school writing activities to *perform*, rather than simply to *communicate*. A performer is one who produces a different language and is sensitive to the intended audience. The child's language resources did not "fit" into the "writing workshop" used in the classroom, but did contribute to success with the written language. The study helps one to understand many unexamined assumptions of current written language pedagogies, particularly those involving the nature of literary sense, the relationship between writers' "audience" and their "helpers," and most importantly, the links between oral performance, literacy pedagogy, and the use of the explicit, analytic language valued in school.

Ehri, L. C., & Robbins, C. (1993). Beginners need some decoding skill to read words by analogy. *Reading Research Quarterly*, 27(1), 13-26.

This study investigates the beginning skills of readers and focuses on the use of the "analogy" process. Discussions include a comparison of the analogy process to beginning readers' phonologically recoding words.

In pursuit of claims from previous studies that beginning readers use analogy to read new words, this study supports that beginning readers have to possess phonological recoding skills in order to be able to read by analogy. Analogy is considered a temporary strategy to be replaced later by phonological recoding.

Enoki, D. Y. (1992, April). *Student portfolio and profiles: A holistic approach to multiple assessment in whole language classrooms.* Paper presented at the American Educational Research Association Annual Meeting, San Francisco.

This paper discusses the purpose and processes associated with traditional assessment and multiple-measure assessment as it should be today within curriculum and instruction. The Students of Limited English Proficiency program from the Honolulu School District is described as a program that helps students acquire "basic communication skills through a holistic education/whole language philosophical framework." Student Portfolios and Student Summary Profiles are elaborated upon within the whole language classroom setting. Sustained success of the project is followed for three years.

Enright, S., & McCloskey, M. (1991, August/September and 1991-92, December/January). America 2000 - Two TESOL members respond: Parts I and II. *TESOL Matters, 1*(4), 1, 8, and *TESOL Matters, 1*(6), 1, 6, 19-20.

In this two-part article, authors Enright and McCloskey critique the Bush administration's "America 2000" plan for national education reform, and propose alternative goals and strategies to improve education for all students in the United States. Enright and McCloskey, as professionals in the field of teaching English to LEP students, fault America 2000 with ignoring the needs of LEP, or disadvantaged students, and their families. At least 10% of public school students are considered LEP, according to the authors' statistics; in some states the percentage is much higher. As an alternative to America 2000's six goals, the authors recommend the 10 "entitlements" proposed by the National Coalition of Advocates for Students (NCAS) which emphasize the needs of students rather than the needs of government or business as the key to education reform. They include entitlement to parent involvement in children's education, acceptance of differences in cultural background and learning style, entitlement to appropriate instruction, and adequate support services. Implicit in these goals are these policy directives: any national reform efforts should be designed to support the education of all students, including language minority, disadvantaged, and other "at risk" students. Those individuals most affected by any

national reform effort must be directly involved in planning and implementing those efforts. Enright and McCloskey believe that emphasis must be placed on curriculum reform, teacher education reform, school restructuring, and family support.

Epstein, J. L. (1988, July). *Homework practices, achievements, and behaviors of elementary school students* (Report No. 26). Baltimore, MD: The Johns Hopkins University, Center for Research on Elementary and Middle Schools.

This report examines survey data from parents and teachers in exploratory analyses of how homework activities correlate with student achievement and behavior in school. Six groups of variables concerning homework were examined: homework time, appropriateness of homework, student attitudes, teacher practices of parent involvement in learning activities at home, parent abilities and resources, and other student and family background variables. Results show that at the elementary school level, low achievement in reading and math is associated with more time spent doing homework, more minutes of parent help, and more frequent requests from teachers for parent involvement. The significant negative associations indicate that in the elementary school parents are asked to assist children who need more help.

Faltis, C. (1989, Fall). Spanish language cooperation-fostering storybooks for language minority children in bilingual programs. *The Journal of Educational Issues of Language Minority Students, 5*, 46-55.

This journal article addresses developing reading materials which include the experiences that children know best. Bilingual teachers are advised to use cooperation-fostering storybooks to introduce these children to the pleasures and purposes of literacy.

First, J. M. (1988, November). Immigrant students in U.S. public schools: Challenges with solutions. *Phi Delta Kappan*, 205-210.

This article offers challenges and solutions for educators working with immigrant families who are committed to their children's education. This article stresses easing the transition to life in America for the latest wave of immigrants, and offers ways in which educators can assist with this process.

Foster, C., Hough, R., & Matthews, M. W. (1991, Winter). Classroom language instruction modeled on the ways families talk. *Dimensions*, 9-15.

This article describes whole language and the philosophy behind whole language. It addresses various types of activities and the principles that help guide teachers toward making these activities effective language learning experiences. The discussion also focuses on what criteria to use when selecting activities that are developmentally appropriate.

Fradd, S., & Wilen, D. (1990). *Using interpreters and translators to meet the needs of handicapped language minority students and their families.* Washington, DC: National Clearinghouse for Bilingual Education.

Part of the NCBE Program Information Guide Series, this handbook aims to explain the need for trained bilingual personnel in the assessment of LEP students, to detail the type of background and experience required of interpreters and translators working with LEP students and their families, and to discuss training of interpreters and translators. The primary focus is on using native speakers of languages other than English who have learned English as a second language and who are sufficiently knowledgeable about American culture to provide accurate translation of both language and context in an educational setting. Issues discussed are: recruitment guidelines, professional skills development for translators and interpreters, and situations in which their services can be used.

Freeman, D., & Freeman, Y. (1988, October). Sheltered English instruction. *ERIC Digest: Clearinghouse on Languages and Linguistics.*

This publication is a brief introduction to the topic of Sheltered English instruction for the classroom teacher or researcher new to the subject. Sheltered English classes teach academic subjects such as math, science, and social studies to LEP students in an environment in which they are "sheltered" from competition with native speakers. This article discusses methods which teachers employ to increase content area comprehension, and presents Krashen's model for Sheltered English instruction.

Garcia, E. E. (1991). Effective instruction for language minority students: The teacher. *Journal of Education, 173*(2), 130-141.

Rather than emphasizing differential program effects, this paper focuses on teaching. The author identifies those attributes which characterize "exemplary" teachers serving language minority students in the elementary school years.

Genesee, F., Holobrow, N. E., Lambert, W. E., & Chartrand, L. (1989). Three elementary school alternatives for learning through a second language. ***The Modern Language Journal, 73*****(3), 250-263.**

The results from this study provide further support for the already well established finding that majority language children do not suffer setbacks to their first language development as a result of immersion in a second language school program even when, as the study shows, only minimal formal instruction in the first language is provided.

Glover, R. J., Jones, M. J., Mitchell, J. P., & Okey, R. (1991, Summer). Family literacy: A formative evaluation of program outcomes. ***Contemporary Education, 62*****(4).**

Contemporary literacy issues are focusing on concern for functional literacy rather than conventional literacy. Influential factors related to illiteracy point to causes such as literacy skills of parents and parent attitudes regarding academic achievement. Children from families with low literacy skills or families that do not read at home are more at risk for functional illiteracy. The article describes how one program utilizes the interaction of components to bring about change involving literacy in the home setting.

Gowans, L. P. (1993). The use of informal reading inventories in subject areas. ***The Reader*****, 4-6.**

This article describes an informal assessment procedure that can be used by secondary teachers and content teachers in the elementary and middle grades to determine their student's reading and comprehension levels. The strategies are categorized under: preparing materials, recognizing reading errors, counting errors, administering IRIs in a classroom setting, and using the data.

Graham, C. (1991). ***Structure songs for children.*** **Workshop/handout presented at the TESOL Conference, New York.**

Carolyn Graham uses rhythmic expressions as a tool to teach students English. In this workshop, 15 songs are presented. Through the use of songs, structures are developed which are difficult for ESL students to master, such as possessive adjectives, comparatives, the present perfect tense, subject/object pronouns, and the verb *to be*.

Graman, T. (1988, November). Education for humanization: Applying Paulo Freire's pedagogy to learning a second language. *Harvard Educational Review, 58*(4), 433-448.

> Thomas Graman shares his experiences of working with critical pedagogy in teaching ESL. Graman provides powerful insights into the constructive processes made possible when education is based on real human needs and concerns. He also believes that the critical pedagogy of Paulo Freire, which is based upon a generative and empowering definition of learning, is particularly appropriate for learning a second language.

Hainer, E., Fagan, B., Bratt, T., Baker, L., & Arnold, N. (1990). *Integrating learning styles and skills in the ESL classroom: An approach to lesson planning.* Washington, DC: National Clearinghouse for Bilingual Education.

> This NCBE Program Information Guide describes a model for developing learning activities for ESL students. The model, called 4MAT, is based on Kolb's four learning modes and recent research on right/left brain hemispheric processing. Four learner types are identified. The 4MAT lesson system model is based on the concept of a wheel divided into quadrants. Each quadrant represents both a learning style and a facet in the organization of a lesson. In addition, each quadrant is divided into a right-brained and a left-brained learner focus. The use of this lesson plan system is displayed in six sample lesson plans.

Hamayan, E. (1989). *Teaching writing to potentially English proficient students using whole language approaches.* Washington, DC: National Clearinghouse for Bilingual Education.

> This volume from NCBE's Program Information Guide Series is one of the first to use the term potentially English proficient (PEP), as opposed to limited English proficient (LEP). PEP focuses on the learner's abilities, and encourages a more positive attitude toward students with limited English skills. This guide suggests innovative methods for teaching writing to PEP students using Whole Language approaches. Suggestions for the use of the Language Experience Approach, Dialogue Journals, and Student Diaries are included.

Hamayan, E., & Perlman, R. (1990). *Helping language minority students after they exit from bilingual/ESL programs.* Washington, DC: National Clearinghouse for Bilingual Education.

Part of the NCBE Program Information Guide Series, this handbook gives suggestions for helping language minority students succeed after they leave special programs and enter the mainstream content classroom. Information on assessing students and on setting up a peer-tutoring "buddy" system is included. In addition, it is suggested that teachers prepare the LEP student for a content lesson by discussing core vocabulary prior to the lesson and putting the new information in context of the student's prior knowledge. Sheltered English is briefly explained in the context of making language more comprehensible. Finally, heterogeneous cooperative grouping is suggested as a useful method for helping LEP students take part actively and successfully in the mainstream classroom.

Hamayan, E., & Pfleger, M. (1988, Spring/Summer). Whole language methods that promote writing in L2. *Passage*, 30-33.

This article concludes a three-part series on English literacy development in LEP children from non-literate or low literacy backgrounds. Part One describes how literacy emerges naturally in children raised in literate homes, and argues for an approach to ESL literacy instruction that encourages this natural development. Part Two describes three whole language ideas for teaching ESL reading to LEP children, which include reading stories based on the children's experiences, using large-print books, and incorporating silent reading in the classroom. Part Three describes using whole language to promote student writing skills.

Herschensohn, J. (1990). Toward a theoretical basis for current language pedagogy. *The Modern Language Journal, 74*(4), 451-458.

In this article, Ms. Herschensohn shows that the lack of a theoretical base for current approaches has led to weaknesses in three areas: (1) the philosophy of second language acquisition, (2) the structuring of the language curriculum, and (3) the role of grammar in classroom methodology. The first section offers the generative view of language and grammar as a theoretical grounding for language pedagogy. The second and third sections show that certain premises of recent work on language pedagogy are misdirected with respect to the place of grammar.

International Reading Association and National Council of Teachers of English. (1989). *Cases in literacy: An agenda for discussion.* Newark, DE and Urbana, IL: Author.

This document is a guide for discussion among teacher groups. The cases are designed to increase awareness of the range of meanings embraced today by the term literacy--reading and writing, and understanding also of other visual and symbolic images that occur within the students' social, educational, and personal experience. Questions following each case study will stimulate a sharing of personal attitudes and experiences, and encourage further reading and study.

Jalongo, M. R. (1991). *Strategies for developing children's listening skills.* Bloomington, IN: Phi Delta Kappa Educational Foundation.

Research data demonstrate that children spend at least 50% of their time in and out of school listening, but they need to learn *how* to listen. Teaching children to listen better is the key. In this booklet, adults who work with children are given an understanding of the listening process, variables affecting listening behavior, a listing and description of the critical listening skills, strategies to improve children's listening skills, strategies for improving one's abilities in listening to children, and curricular issues related to listening.

Kantor, R., Miller, S. M., & Fernie, D. E. (1992). Diverse paths to literacy in a preschool classroom: A sociocultural perspective. *Reading Research Quarterly*, 27(3), 185-201.

This study explores the sociocultural perspective which defines literacy in cultural terms and incorporates more than the cognitive processes prominent in classroom investigations. The study affirms that there are many paths in the early childhood classroom that lead a child toward becoming literate. An in-depth literature search supports the rationale for an ethnographic study of literacy in the preschool classroom. Researchers investigated how literacy is constructed by the children and teachers, the kinds of literacy constructed, and looked at how children and teachers participate and utilize literacy.

Krashen, S., & Biber, D. (1988). *On course: Bilingual education's success in California.* Sacramento, CA: California Association for Bilingual Education.

The purpose of this report is to show that when children participate in properly designed bilingual programs, they acquire English very well, and they reach satisfactory levels of competence in academic areas in a reasonable time (and typically achieve at grade level norms for English and math after three to five years), whether tested in English or in their first language. This monograph begins with a "theoretical rationale," a brief description of the principles underlying successful programs for

LEP children. The discussion in this section revolves around how language is acquired, how literacy is developed, and how proper use of the child's first language can accelerate both of these processes. An examination of the types of programs that are consistent with these principles is presented in the second section. The actual data is explained in the last section.

Larsen-Freeman, D. (1991, Summer). Second language acquisition research: Staking out the territory. *TESOL Quarterly, 25*(2), 315-339.

In this article, Larsen-Freeman reviews past research on language acquisition. Whereas early research focused on performance analysis, analyzing patterns of error, and both correct and incorrect learner performance, researchers began to study learners' Interlanguage, a term coined to identify the learners' approximation of the L2 as he or she moved through the stages of acquisition. Ignoring the environmental context in which language is acquired, the analysis of only learner performance was found to be too narrow. Research began to shift toward the study of the acquisition process itself. This input to the learner introduced a whole new area of inquiry, discourse analysis. Researchers began a more in-depth study of language transfer, the role of input, and variation in an individual's interlanguage. Larsen-Freeman includes a synopsis of various theories on the learning process: Nativist or universal grammar, environmentalist, and interactionist. She ends this review of language acquisition research with 10 characteristics of the learning process and language learners of which teachers should be aware.

Lindholm, K. J. (1988). *The Edison Elementary School bilingual immersion program: Student progress after one year of implementation.* Los Angeles, CA: University of California, Center for Language Education and Research.

This report presents the results of a study, conducted by the Center for Language Education and Research (CLEAR) at the University of California, Los Angeles, of the bilingual immersion program at Edison Elementary School, a school within the Santa Monica-Malibu Unified School District in California. CLEAR's objective has been to work with Edison School to study and help improve their program in language education. This purpose was accomplished through student assessment, classroom observation, and professional development activities. The focus of this report is on the results of the student assessment and parental and teachers' perceptions of the program.

Long, M. H. (1990, Winter). The least a second language acquisition theory needs to explain. *TESOL Quarterly, 24*(4), 649-666.

Michael Long explains in this article that the field of second language acquisition (SLA) research is relatively new, and that there are few "facts" about SLA which are agreed upon by all researchers and which can be "explained" by a single theory. He identifies several well established findings about second language learners, environments, and interlanguages and discusses how a theory must account for these findings. His final analysis states that an explanatory theory of SLA must be interactionist, because it must recognize the influence of learner variables as well as environmental variables on SLA.

Lucas, T., & Henze, R. (1992, November). Successful secondary schools for language-minority students. *BEOutreach, 3*(2), 1, 9-13.

The authors express that there has been a shortage of information regarding what successful secondary schools do to succeed with language-minority students. Two special projects are featured and both share characteristics with other successful programs working with language-minority students. Shared characteristics include focusing on the value of a native language, hiring staff that share the same language and culture as the students, and incorporating a variety of instructional practices and the integration of program components (e.g., English language development, primary language development, etc.).

Mace-Matluck, B. J., Hoover, W. A., & Calfee, R. C. (1989, Spring). Teaching reading to bilingual children: A longitudinal study of teaching and learning in the early grades. *NABE Journal, 13*(3), 187-216.

This six-year longitudinal study examined the relations between current schooling practices and the language and reading achievement of a large sample of low-income Hispanic children who began their schooling in bilingual classrooms in Texas. The study examined the children's language on entry into school and thereafter. The authors conclude that the transitional bilingual programs studied are promoting English literacy for all students. However, without strong support from the home and the community, students in transitional bilingual educational programs, such as those studied, are not likely to achieve high levels of literacy in Spanish.

Madigan, D. (1993, March). The politics of multicultural literature for children and adolescents: Combining perspectives and conversations. *Language Arts*, 70.

In this article, the author explores today's political and social nature in relationship to publishing and teaching multicultural literature. Authorities from across the country were interviewed and their responses to specific questions related to the definition of multiculturalism, potential influential factors regarding policy and practice, and the role of various entities including the teacher and the community are presented.

Malavé, L. M. (1988-1989). Contextual elements in a bilingual cooperative setting: The experiences of early childhood LEP Learners. ***NABE '88 - '89,*** **96-121.**

This paper presents the results of a study that investigated contextual elements and the experience of LEP students in bilingual early-childhood-cooperative instruction. The study concluded that LEP students benefit from participation in cooperative instruction activities.

McCarty, T. L. (1993, March). Language, literacy, and the image of the child in American Indian classrooms. ***Language Arts*****, 70.**

Attitudes toward other languages and the users of other languages influence decision making and practice when working with different language populations. A Navajo community school has incorporated assumptions that view bilingualism, biculturalism, and multiculturalism as valuable resources in working with their students and producing positive educational outcomes. Some of the strategies include testing out new hypothesis through classroom research and applying new practices for literacy development and assessment. A detailed description of the project is provided.

McGroarty, M. (1989, Winter). The benefits of cooperative learning arrangements in second language instruction. ***NABE Journal*****, 127-143.**

This paper identifies some of the advantages that cooperative learning arrangements offer in second language and bilingual instruction.

McKay, S. L., & Freedman, S. W. (1991, January). ***Language minority education in Great Britain: A challenge to current U.S. policy.*** **Berkeley, CA: University of California, Center for the Study of Writing.**

This document provides a framework for considering different language minority policies in both Britain and the United States. Through this paper, reference is made to three social attitudes toward policy planning

for language minority groups--*language-as-problem*, *language-as-right*, and *language-as-resource*.

Mendez, C., & Thomas, P. (1989, February). *ESOL video materials directory.* La Jolla, CA: University of California, San Diego.

This list of video materials was compiled as part of a project of the Video Group. This list, in draft form, does not represent a complete list of all video materials relative to teaching English to speakers of other languages, however, it does include many titles published up to the date of this publication. An annotation accompanies the title, along with its format, purpose, age appropriateness, language level appropriateness, support materials, producer/writer, and distributor.

Morrow, L. M. (1992). The impact of a literature-based program on literacy achievement, use of literature, and attitudes of children from minority backgrounds. *Reading Research Quarterly, 27*(3), 251-275.

This study examines the impact of a literacy program on literacy achievement, use of literature, and attitudes of children from diverse backgrounds. The literacy program used emphasized enjoyable, skill-oriented experiences with literature and was used in conjunction with basal instruction during the school year. Results indicate substantial increases in children's literacy performance and suggest that the "combination of literature-based instruction with traditional basal reading instruction is more powerful than traditional instruction alone."

National Association of State Boards of Education. (1991). *The American tapestry: Educating a nation.* Alexandria, VA: Author.

The American Tapestry: Educating a Nation is intended to help state education policymakers expand their comprehension of how race, culture, language, gender, and socioeconomics have an impact on teaching and learning and influence the school experience. It is designed to create a greater awareness among state boards of education of their responsibility for children of diverse backgrounds who are now being underserved in public education. It challenges state boards to examine their policies, practices, and procedures through a multicultural lens and to make appropriate changes to infuse a multicultural perspective into every school, in every district.

National Clearinghouse for Bilingual Education. (1990, January). *Two-way language development programs.* Washington, DC: The George Washington University/Center for Applied Linguistics.

This information packet has been compiled as a general introduction to two-way language development programs. The intended audience includes those interested in learning more about two-way language development programs, as well as those considering implementing such programs. Included within this information packet are helpful descriptive information and references and referrals to relevant materials and resource organizations.

Navarrete, C., Wilde, J., Nelson, C., Martinez, R., & Hargett, G. (1990). *Informal assessment in educational evaluation: Implications for bilingual education programs.* Washington, DC: National Clearinghouse for Bilingual Education.

The purpose of this edition of the NCBE Program Information Guide Series is to review some of the problems associated with standardized testing, describe alternative assessment approaches, and discuss how these approaches might be employed by bilingual educators to supplement the use of standardized tests. Both formal and informal assessment techniques are discussed, including writing samples, journals, anecdotal reports, checklists, cloze tests, and others. Information is also included on scoring informal assessments and evaluating data for Title VII reporting purposes.

Neff, E. B. (1990, December). *Library programs: Library services for individuals with limited English proficiency, fiscal year 1987.* Washington, DC: U.S. Department of Education.

This booklet lists the variety of services provided through the Library Services and Construction Act to immigrants or individuals with limited or no English proficiency. In addition, the reader will find a short list of continuing problems experienced by the participating projects. A major part of the booklet includes a listing of participating projects by state.

New Mexico State Department of Education. (1989, August). *Recommended procedures for language assessment.* Santa Fe, NM: Author.

The purpose of this manual is to provide school district personnel with specific assessment procedures and assistance regarding public school students at the elementary and secondary levels whose home language is not English. These procedures were developed in response to the Educational Standards for New Mexico Schools which require that local education agencies develop a system of general screening of the entire

school population to design appropriate educational programs for all students.

Padrón, Y. N., & Wasman, H. C. (1988, March). The effect of ESL students' perceptions of their cognitive strategies on reading achievement. *TESOL Quarterly*, 146-150.

A study of 82 randomly-selected, Hispanic ESL third, fourth, and fifth grade students was conducted to investigate the effects of these students' use of cognitive reading strategies on reading achievement. The reading comprehension section of the Stanford Diagnostic Reading Test was administered in January and again in April to determine the relationship between the strategies cited by students and gains in reading comprehension. Immediately after completing the posttest, students were administered the Reading Strategy Questionnaire. The results of this study indicate that students' perceptions of the cognitive strategies they use have predictive validity for their reading comprehension. These findings support that lower achieving students use less sophisticated and inappropriate cognitive reading strategies during reading. The results of this study suggest that the use of negative strategies by Hispanic students may be another factor other than English proficiency that interferes with their reading comprehension and thus negatively affects their reading achievement.

Quality Education for Minorities in Mathematics, Science, and Engineering Network. (1992, April). *Together we can make it work: A national agenda to provide quality education for minorities in mathematics, science, and engineering.* Washington, DC: Quality Education for Minorities Network.

This national agenda calls for a comprehensive program that addresses the preparation of minorities on all levels, from kindergarten to post-doctoral research. This report presents a blueprint for change in the nation's preparation of minorities in mathematics, science, and engineering. It calls for a coalition of the major institutions and organizations in the public and private sector that determine, rely on, and care about the quality and quantity of minority mathematicians, scientists, and engineers that the nation produces.

Rigg, P. (1989). *When they don't all speak English: Integrating the ESL student into the regular classroom.* Urbana, IL: National Council of Teachers of English.

This article provides five principles on which to base instruction in order to meet the needs of non-native speakers in content-area including two

basic tenets of whole language as related to ESL students: (1) a person's second language, like the first, develops globally, not linearly and (2) writing and reading develop alongside speaking and listening.

Rigg, P. (1991, Autumn). Whole language in TESOL. *TESOL Quarterly, 25*(3), 521-541.

This article presents principal aspects of Whole Language, describes Whole Language principles in practice in elementary, secondary, and adult ESOL programs, and reviews recent Whole Language research related to second language development. It includes a discussion of assessment and evaluation in the Whole Language curriculum and briefly describes several programs and how they have implemented Whole Language principles in the education of language minority students.

Rivera, C., & Zehler, A. (1990, December). *Collaboration in teaching and learning: Findings from the innovative approaches research project.* Arlington, VA: Development Associates.

The objective of the Innovative Approaches Research Project (IARP) was to define promising new directions in the education of language minority students. The project identified four innovative models, each of which had been developed out of a broad research base and provided a new approach to effective instruction of language minority students, and each of which was concerned with raising students' levels of academic performance and literacy skills. The outcomes of the two years of research and demonstration are significant in two ways: (1) each demonstrated a positive impact on students and also on the classrooms and schools involved and (2) the findings of the IARP models together offer important insights regarding the structure of schooling and effective instructional approaches for language minority students.

Rosenthal, N. C., & Oxford, R. L. (1988). *A national profile of foreign language instruction at the elementary and secondary school levels.* Los Angeles: University of California, Center for Language Education and Research.

The intent of the study was: (1) to provide a national portrait of foreign language education at the elementary and secondary levels in terms of specific categories, such as public and private schools, and (2) to produce information on foreign language education by states. (Individual state results are available from the authors.) The survey embodied five main areas: amount of foreign language instruction, foreign language

offerings, foreign language curriculum, teacher qualifications and training, and major problems. Highlights of the study are included in terms of key results and conclusions.

Secada, W., & Carey, D. (1989). *Innovative strategies for teaching mathematics to limited English proficient students.* Washington, DC: National Clearinghouse for Bilingual Education.

This volume in NCBE's Program Information Guide Series describes two approaches for teaching academic skills in mathematics to LEP students. The first approach is Cognitively Guided Instruction, a method that focuses on students' thought processes while they are solving mathematics problems. The second approach is Active Mathematics Teaching, a means for structuring a lesson, typically including review, development of new content with controlled practice, and seatwork followed by homework. A major portion of this volume is devoted to sample exercises using these two methods together.

Secada, W. G., Melendez, C., Murrell, P., & Simich-Dudgeon, C. (1988, October). *Exemplary practices for the instruction of LEP students.* Paper presented at the OBEMLA Management Institute, Washington, DC.

This session focused on the curricular and instructional implications of current reform movements for the education of LEP students in language arts, reading, mathematics, and science. School-based practices which will enhance the educational opportunities of school district's LEP students were discussed.

Short, D. (1991, Fall). *Integrating language and content instruction: Strategies and techniques.* Washington, DC: National Clearinghouse for Bilingual Education.

This guide is Number Seven in the NCBE Program Information Guide Series. It provides practical advice for content area teachers and language teachers working with LEP students on integrating content and language instruction. Included in the section on strategies and techniques are ideas for preparing lessons, adjusting classroom management and teaching style, and motivating students. Also discussed are the importance of adapting to students' learning styles and checking for comprehension. This thorough guide also includes a section on developing lesson plans and offers two sample lesson plans.

Short, D. J., Crandall, J., & Christian, D. (1989). *How to integrate language and content instruction: A training manual.* Los Angeles: Center for Language Education and Research, University of California at Los Angeles.

This training manual, divided into six sections, describes the integration of language and content instruction in elementary and secondary classrooms. The cooperation between the language and content area teachers is discussed as a crucial factor in the success of the program. Adaptation of materials, the development of lesson plans, and key issues for teachers are examined. Several models for implementing the integration of content and language instruction are offered.

Simich-Dudgeon, C. (1989, Summer). English literacy development: Approaches and strategies that work with limited English proficient children and adults. *NCBE FOCUS, Occasional Papers in Bilingual Education, 12.* Washington, DC: National Clearinghouse for Bilingual Education.

The text includes a discussion of issues related to literacy development for both children and adults. The overview looks at various models and provides an analysis of current approaches. It provides an in-depth discussion on the definitions and meaning of literacy, and includes literacy perspectives from the child and the adult point of view. The following topics are discussed: second language approaches, whole language, the language experience approach, and the eclectic approach. Summary and recommendations provide practical information related to working with ESL students.

Simich-Dudgeon, C., McCreedy, L., & Schleppegrell, M. (1988). *Helping limited English proficient children communicate in the classroom: A handbook for teachers.* Washington, DC: National Clearinghouse for Bilingual Education.

This handbook is part of NCBE's Program Information Guide Series. It applies findings on classroom verbal interaction found during a study conducted by the Center for Applied Linguistics and the Fairfax County Public Schools. Nineteen "capsules" are included which provide teachers with verbal communication patterns that promote language and cognitive development in LEP students. The capsules focus on practical applications, such as helping LEP students understand what is occurring during a particular lesson and what is expected of them in terms of an answer. It offers alternatives to teacher questioning tendencies that demand one-word answers that do not necessarily reflect content knowledge.

Slavin, R. E., Karweit, N. L., & Wasik, B. A. (1992, December - 1993, January). Preventing early school failure: What works? *Educational Leadership*, 10-18.

The article summarizes major research findings that support early intervention strategies for reducing or preventing school failure. It emphasizes how critical it is for children to successfully learn to read in the early grades and how difficult remediation attempts can be. The intervention programs highlighted include programs involving children birth to age three, preschool and kindergarten through third grade. Various projects and their scope of work are discussed. The implications are that there are numerous strategies that work to prevent school failure and decision factors are a matter of choice.

Snow, C. E. (1992, March). Perspectives on second-language development: Implications for bilingual education. *Educational Researcher, 21*(2), 16-19.

This article provides a guide to basic research in second language acquisition by characterizing distinct perspectives from foreign language teaching, first language acquisition, psycholinguistics, and sociocultural factors.

Snow, M. (1991). Teaching language through content. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (2nd ed.). New York: Newbury House, 315-327.

In this chapter, Marguerite Snow provides an explanation of content-based curriculum as it is currently understood, a rationale for content-based instruction, and a description of several models for content-based instruction. The rationale for teaching language through content is drawn from Krashen's statement that "comprehensible subject-matter teaching *is* language teaching," as well as from the knowledge that students learning ESL need guided practice with academic language to prepare them for future studies. Snow reviews several models of content-based instruction: the Immersion Education model, the Content Enriched Foreign Language in the Elementary School model, the Theme-Based model, the Sheltered Instruction model, and the Adjunct Model. This article also provides strategies for adapting a content lesson to ESL learners and a sample lesson plan.

Snow, M. A., Met, M., & Genesee, F. (1989, June). A conceptual framework for the integration of language and content in second/foreign language instruction. *TESOL Quarterly, 23*(2), 201-217.

This article addresses a conceptual framework for the integration of language and content teaching in second and foreign language classrooms. The conceptual framework proposed here offers language and content teachers a systematic approach to the identification and instruction of language aims with content teaching.

Soto, L. D. (1991, January). Understanding bilingual/bicultural young children. *Young Children*, 30-36.

This research review examines: (a) demographic and educational trends pointing to the growing numbers of bilingual/bicultural young children in America today, (b) misconceptions about young children learning a second language, (c) successful educational approaches in early childhood bilingual education, and (d) practical applications of existing research which can be readily implemented by early childhood educators.

Sutton, C. (1989, May). Helping the nonnative English speaker with reading. *The Reading Teacher*, 684-688.

This article stresses four critical areas in a language rich environment to help LEP students become proficient readers in English: (a) decoding skills, (b) language development, (c) concept expansion, and (d) thinking process that are all so critical to learning to read.

Torres, J., & Fischer-Wylie, S. M. (1990, April). *Native language proficiency as a predictor of LEP students' growth in English.* New York: New York City Public School, Division of Strategic Planning/Research and Development.

This report (1) reviews the literature which explores the relationships between first and second language proficiency in second-language learners, (2) examines relationships between the 1982 native-language proficiency of 4,700 newly enrolled Spanish-speaking, LEP kindergarten through seventh-grade students and their success in acquiring English proficiency in the following four years, and (3) points out implications for the design of instructional programs. It reveals that native language proficiency and success rates in learning English are correlated for both kindergarten through third graders and fourth through seventh graders. On the basis of both the literature and the study's analyses, the report suggests that: (1) educators should consider making provisions for differences in first-language proficiency when they design bilingual programs for Spanish-speaking students and (2) studies be undertaken to determine if this relationship holds true for native speakers of other languages.

Torres, J. S., Villegas, J. J., Fischer, S. M., & Kohli, M. (1989, July). *Limited English proficient students' progress in acquiring English proficiency.* Brooklyn, NY: The Office of Research, Evaluation, and Assessment.

The third in a series on language-minority students that uses a comprehensive data file begun in 1982, this report examines how long it took 23,044 kindergarten through twelfth-grade LEP students to lose their legally mandated entitlement to bilingual and ESL classes. The study revealed that although most students in the population of new-entrant LEP students will lose their entitlement after four years, the students in the lower grades are more likely to exceed the 20th percentile on the LAB test--and to do so more quickly--than students in the upper grades. At the high school level, nearly two-thirds of the students leave school while still entitled to bilingual/ESL services, although many of these students graduate or transfer to another school. It also gives a longitudinal view of individual LEP students' acquisition of English in New York City schools.

U.S. Department of Education, Office of the Secretary. (1991, June). *The condition of bilingual education in the nation: A report to the Congress and the President.* Washington, DC: Author.

This document (1) reports on programmatic, research, and training activities administered by OBEMLA, (2) describes the coordination of OBEMLA programs with other offices within the Department and other Federal agencies and programs, and (3) identifies and discusses key issues in bilingual education in preparation for the 1993 reauthorization of the Bilingual Education Act. The report begins with a brief discussion of the history of bilingual education in the U.S. and a discussion of how bilingual education relates to the six national education goals identified by the President and the nation's governors, and continues with an assessment of the need for bilingual education and the responses of school districts to meet that need, a description of instructional programs and the research and training activities administered by OBEMLA, a discussion about the coordination of OBEMLA with other agencies and programs, and an identification of future issues in the Federal government's role in bilingual education.

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This document (1) reports on programmatic, research, and training activities administered by OBEMLA, (2) describes the coordination of

OBEMLA programs with other offices within the Department and other Federal agencies and programs, and (3) identifies and discusses key issues in education programs for LEP students. The report begins with a brief legislative background of the Bilingual Education Act and a discussion of how bilingual education relates to the six national education goals identified by the President and the nation's governors, and continues with a discussion of the identification, placement, and demographic characteristics of LEP students; a description of the results of research studies on LEP instructional strategies, program evaluations, capacity building, and the training of educational personnel; a focus on the role of OBEMLA in administering programs authorized by the Bilingual Education Act; and presents a policy analysis and recommendations for future Federal involvement.

Watson, D. L., Northcutt, L., & Rydell, L. (1989, February). Teaching bilingual students successfully. *Educational Leadership*, 59-61.

Teachers are encouraged to teach Limited English Proficient and Fluent English Proficient students using the concept of Sheltered English. This method aids the student through the difficult task of learning academic content while mastering a second language. This method is for those students who have not attained minimal proficiency in academics and oral language in English. In "sheltering" lessons, teachers incorporate second language acquisition principles with traditional teaching methodology to increase the comprehensibility of the lesson for the students.

Weinberg, S. K. (1992, April). *Crossing the bridge: Making the transition from personal to academic writing with ESL students.* Paper presented at the American Educational Research Association Conference, San Francisco.

This is a condensed version of a Master's thesis which investigates various theories of writing development and explores the writing development of adolescent second language learners. Findings from this study were indicative of a non-linear relationship among the different language events (e.g., essays, journals, class discussions). Original questions of the study deal with the relationship among the four language events, degree of student participation, and student display of independent response in oral and written communication.

Yokota, J. (1993, March). Issues in selecting multicultural children's literature. *Language Arts*, *70*, 156.

The central focus here is the discussion of issues related to the selection of quality multicultural fiction for children and young adults. The article includes a synopsis of past and present trends regarding the development and use of multicultural children's literature, as well as concerns for "culturally conscious" books that are inclusive of the diversity of cultures representative of the United States. Criteria for selection of quality literature is provided along with a bibliography of selected multicultural books for children.

JOURNALS

Bilingual Education Teacher Preparation Program, The. ***The Journal of Educational Issues of Language Minority Students.*** **Boise, Idaho: Boise State University.**

This refereed journal comprises educational issues concerning language minority students. Published three times a year, the Journal is funded by a Title VII grant from the U.S. Department of Education and is part of a Bilingual Education Teacher Training Program at Boise State University. Articles included refer to discussions of topical problems, nontechnical reports of ongoing or completed research, descriptions of successful programs and/or program components, educational experiments and pilot projects, successful use of new or different curriculum materials, innovative approaches to deal with educational problems encountered by language minority children, and other related topics.

Foreign Language Education Center. ***Texas Papers in Foreign Language Education.*** **Austin, TX: The University of Texas.**

This refereed journal is published bi-annually by the FLEC Journal Committee of The University of Texas at Austin, and is devoted to the promotion of pedagogical and theoretical issues relating to foreign language education, teaching of English as a foreign/second language, and applied linguistics.

Hispanic Journal of Behavioral Sciences. **Newbury Park CA: Sage Publications.**

The *Hispanic Journal of Behavioral Sciences* is published four times annually, and includes empirical articles, multiple case study reports, critical reviews of literature, conceptual articles, reports of new instruments, and scholarly notes of theoretical or methodological interest to Hispanic populations. The multidisciplinary focus of the journal includes the fields of anthropology, economics, education, linguistics, political science, psychology, psychiatry, public health, and sociology.

National Association for Bilingual Education. ***Bilingual Research Journal, The Journal of the National Association for Bilingual Education,*** **(formerly** ***The NABE Journal).*** **Washington, DC: Author.**

The *Bilingual Research Journal*, published two times annually, publishes research, policy analyses, evaluation studies, and essays related to bilingualism and schooling in the United States. The focus is on critical analyses, research and theory in instructional methodology (including bilingual, ESL, and foreign language instruction); first, second, and dual language learning; language politics; policy and planning, biliteracy, measurement and assessment issues, disciplinary based studies of schooling and language minorities; studies using comparative approaches; and case studies of language issues in non-schooling areas.

National Federation of Modern Language Teachers Associations. *The Modern Language Journal.* Madison, WI: University of Wisconsin Press.

Published quarterly, *The Modern Language Journal* is a publication devoted primarily to research in methods, pedagogy, and applied linguistics pertaining to modern languages, including the teaching of ESL. Included in the journal are articles, reports, teaching tips, news, book reviews, professional advertisements, and occasional essays on the state of the profession.

Teachers of English to Speakers of Other Languages, Inc. *TESOL Journal.* Alexandria, VA: Author.

The *TESOL Journal* is a practical publication for ESL teachers, curriculum writers, teacher trainers, and researchers. It focuses on perspectives and methodologies useful in daily teaching activities. Published quarterly, it includes first person accounts by ESL teachers, articles on topics of interest to ESL professionals, and tips on classroom teaching. The Journal also publishes materials reviews and an interactive column which addresses reader questions.

Teachers of English to Speakers of Other Languages, Inc. *TESOL Quarterly.* Alexandria, VA: Author.

The *TESOL Quarterly* is a journal for Teachers of English to Speakers of Other Languages and of standard English as a second dialect. It is produced four times per year and contains articles, reviews, book notices, and brief reports and summaries. Also included is a feature called "The Forum" which addresses comments and reactions from readers regarding specific issues and practices in the profession.